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ABSTRACT

The book presents a framework that can be used to teach a survey of United States history from an integrated humanities perspective. Aimed at teachers of grade 5, it emphasizes the early national period, 1790-1830. The volume contains 22 activities presented in a standard format: a brief introduction describing the activity, list of objectives, estimated time of the activity, necessary materials, step-by-step implementation procedures, and hand-out masters. Several of the activities include examining artifacts, making hornbooks, candlemaking, constructing a Children's Bill of Rights, singing, charting a family tree, mapwork, and discussion of readings. The book concludes with two lists of resources, including ERIC system documents and a selected bibliography. (TRS)

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A HUMANITIES APPROACH TO EARLY NATIONAL U.S. HISTORY: ACTIVITIES AND RESOURCES FOR THE ELEMENTARY SCHOOL TEACHER

edited by

James R. Giese and Lynn S. Parisi

Cover art by Patricia M. Hoppe

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ACKNOWLEDGMENTS

The lesson plans/activities contained in this book were selected from among nearly 500 lesson plans developed by teachers who participated in a 1984 summer institute, "The Young Republic," sponsored by the Social Science Education Consortium and the University of Colorado History Department and funded by the National Endowment for the Humanities. Sixty elementary and middle school teachers participated in the institute. The teachers came as teams from 15 school districts from all around the country--from Washington to North Carolina, from California to Massachusetts and points in between. The primary goal of the institute was to enrich social studies (especially U.S. history) teaching in the elementary and middle school grades by focusing on a humanities approach to one historical period, the early national era of United States history. In accomplishing that goal, I think the faculty and participants were eminently successful. The contents of this book are one testimonial to that success.

Selection of the lesson plans contained herein was no easy task considering the large number and generally high quality of activities created by participating teachers. In choosing the lessons to be included, we endeavored to include materials from as many humanities disciplines as possible and at the same time to include material that adequately covered the period. Knowing that teachers currently do not and probably cannot spend large amounts of time teaching about the early national period, we have also tried to include lessons that are more general as to approach or which are highly suggestive in terms of their application to teaching about any specific historical period. We know too that you, the elementary school teacher, will not and cannot use all the lessons contained in this book in a year, or even two or three years. But we trust you will be able to use several of them each year and will be able to adapt still others for teaching about other historical periods.

I would like to thank my institute co-Director, Dr. Matthew T. Downey, whose lead in history education I have admired and often followed. I would also like to extend my thanks to each institute faculty member--Dr. Lance Banning, Dr. John Boles, Dr. Elwood (Lee) Parry, and Dr. Deborah van Broekhoven; the visiting lecturers--Dr. Miles Olsen, Alberta Sebolt-George, and Dr. John Anthony Scott; and the institute master teachers--Phyllis Clarke and Thomas G. Ward, without all of whom the institute could not have succeeded. Perhaps most importantly, I would like to give my appreciation to the 60 teachers, hardworking and dedicated professionals all, for coming to Boulder, putting up with dormitory conditions and a month away from home, and working so hard to make the institute a rewarding professional experience for everyone.

Finally, I would like to thank Lynn Parisi for her hard work on putting the manuscript in publishable form, and to Cindy Cook and Laurel Singleton for their editorial and publishing expertise.

James R. Giese
Executive Director
Social Science Education Consortium

Activity Number and Title	Topic	Approximate Time Period Covered	Activity Description
8. Crafts in Colonial and Early National America	Crafts	1700-1830	Making candles, toys, pomander balls
9. The Role of Blacks, Native Americans, and Women in the Development of the United States	Contributions of blacks, Native Americans, and women	1650-1830	Researching individuals, presenting skits
10. Abigail Adams and Phillis Wheatley	Roles of colonial women	1730-1830	Reading biographies, discussion, role play
11. The Declaration of Independence	Independence	1776	Analyzing source material, writing
12. Black Patriots in the American War for Independence	Black role in the Revolutionary War	1775-1781	Library research, oral presentations
13. Articles of Confederation Versus Constitution	Early national government	1777-1787	Analyzing source material, chart completion
14. Three Branches of Government	Balance of powers	1787	Discussion, chart completion
15. Children's Bill of Rights	Bill of Rights	1791	Analyzing source material, discussion, group development of children's bill of rights
16. Dear Diary: New England Daily Life in the 1820s	Early national lifestyles, male/female roles	1820s	Diary reading and analysis, discussion
17. Everyday Slave Life in the Early National Period	Slavery	1800-1860	Reading source material, discussion, writing letters
18. Using Folk Songs to Teach About Slavery	Slavery; music	1800-1860	Reading, singing, discussion
19. Family Tree	Genealogy	Any time period	Family research project
20. Setting New Territories: Successive "Wests" in U.S. History	Expansion; settlement	1800-1860	Folk song analysis, library research, scrapbook preparation, oral presentations
21. Looking at the Land: Appreciating the Native Americans's View	Native American values	1700-1860	Reading Native American poetry, discussion
22. Old Farmer's Almanac	Folk literature	1792-present	Analyzing source material, discussion, testing almanac information

INTRODUCTION

U.S. history is the most-often-taught social studies course in American schools, typically being covered in grades 5, 8, and 11. Yet students learn little about many aspects of U.S. history, including the history of art, architecture, literature, religion, music, dance, and, in fact, everyday life. What they most often learn about are the "big events" of political and military history.

This book and its companion volume are designed to address that problem. They present a framework that can be used to teach a survey of U.S. history from an integrated humanities perspective. This volume is aimed at teachers of grade 5; the companion volume is for teachers of grade 8. The emphasis in both books is on the early national period of U.S. history--the years from 1790 to 1830--but the framework provided can be applied to coverage of other eras as well.

This volume contains 22 activities presented in a standard format. A brief introduction describes the activity. This is followed by a list of objectives, an estimation of the time required to use the activity (assuming that class periods are approximately 45 minutes in length), and a list of materials needed to do the activity. Next is a step-by-step listing of procedures for implementing the activity. Black-line masters for handouts needed in the activity follow the procedure. The table below will help you select activities that meet your needs.

The book concludes with two lists of resources.

Description of Activities

Activity Number and Title	Topic	Approximate Time Period Covered	Activity Description
1. Principles of Puritan Life	Puritans, Church of England	1600-1650	Reading, outlining, oral presentations
2. Skulls and Angels: Graves and Epitaphs in New England Church Yards	Puritan attitudes toward death	1600-1800	Reading, interpreting art, discussion, writing
3. Living in a Puritan Town	Early community planning	1636-1700	Reading, discussion, map interpretation, writing
4. Community Research Study	Community art, lifestyle, and architecture	Adaptable to any time period	Library research, discussion, modeling architecture, diary writing
5. Puritan Homes (Building Technology)	Colonial architecture and building	1700-1780	Analysis of own home, discussion, modeling a colonial house
6. Religion and Early American Education	Religion, education	1636-1700	Making a hornbook, reading source materials (New England Primer)
7. Poor Richard's Almanac and Its Use in Colonial America	Colonial literature	1732-1776	Interpreting proverbs, writing almanacs

1. PRINCIPLES OF PURITAN LIFE

Introduction:

During the 1620s, conditions in England became intolerable for the Puritans. Rather than stay in England and be crushed, the Puritans decided to leave and set up a New World branch of the Church of England. They had a vision for the creation of a model that would reform not only the Church of England, but the world as well. The Puritan religion was all-encompassing; many of its principles are evident in our lives today. In this activity, students read and analyze an essay describing the daily life of the Puritans and the values underlying this lifestyle.

Objectives: Students will be able to:

1. Describe the principles of Puritan life.

2. Understand the relationship between these principles and Puritan behavior.

3. Practice outlining skills.

Teaching Time: 1 class period.

Materials: Copies of Handouts 1-1 and 1-2 for all students.

Procedure:

1. Distribute copies of Handout 1-1. Read this essay on the Puritan ethic with students, encouraging them to underline key words and phrases.

2. Pass out Handout 1-2, explaining that it is an incomplete outline of Handout 1-1. The words needed to complete the outline are given in the list at the bottom of the handout. Have students use these headings and subheadings to complete the outline. They should refer to their essays for guidance in completing the outline.

3. Have students work in small groups, using their outlines to develop a play or puppet show about situations described in the reading.

Prepared by Barbara Beery, Karen Fox, Helen Kattelman, and Elaine Lopez, Hazelwood Public Schools (Florissant, Missouri).

ESSAY ON PURITAN LIFE

During the 16th century, King Henry VIII established the Church of England. This church had fewer restrictions than the Catholic Church. The Church of England broke relations with Rome and held services in English instead of Latin. The head of state (the King) became head of the church, replacing the Pope. Parts of this church that were like the Catholic church were vestments of the clergy, elaborate rituals of worship, the system of priests, bishops, and archbishops, and the belief in the seven basic sacraments.

Many people were unhappy with this new church. One group called separatists (later called Pilgrims) thought the Church of England was so bad that they left England for Holland. They later fled to the New World. The Pilgrims established Plymouth Colony in 1620.

Another group called Puritans wanted to stay in England to reform and purify the church from within. Puritans were not allowed to be church pastors. People who disagreed with the Church of England were prosecuted. The archbishop wanted to keep Catholic rituals and Puritans did not.

The Puritans came to realize that the issues between them and the King went deeper than religion. Puritan leaders were well-to-do members of the middle class. They dreamed of obtaining important positions in the government. They were no longer willing to submit to unfair taxes and other discriminations placed upon them. In order to stop Puritan influence on others, the King decided to take complete control of the government.

By the late 1620s, the Puritans realized they were being edged out of the Church of England. Rather than be crushed, the Puritans felt they should leave England and set up a New World branch of the Church of England. In this branch, civil and church law would be properly run.

The Puritans had a "cosmic vision." They wanted to create a model community that would reform the world as well as the Church of England. The Massachusetts Bay Company was the perfect vehicle for accomplishing this purpose. The Puritans obtained a grant of land and the authority to govern settlers. The charter did not specify where the headquarters of the Massachusetts Bay Company had to be.

The majority of stockholders voted to move to America. Those who wanted to stay in England sold out to those who wanted to go. Driven with a sense of purpose, about 30,000 Puritans came to the New World between 1628 and 1638. They set up a Holy Bible Commonwealth. This was a government where civil laws were based on biblical law. They set up a living, working example of how they interpreted the Bible.

The Puritans were always striving to prove they had faith. They did this by working hard, leading moral lives, and being thrifty. Success was an indication of faith. Thus, they felt the more successful you are, the more likely you are to have faith.

The Puritans were introspective people. That means they looked inward for reasons as to why things happened. Even something as small as stubbing a toe made them look inward to see if they had done something wrong that God was interpreting as lack of faith.

The Puritan religion was all-encompassing. Their concept of contract and covenant is an example of this. God's relationship to man was a covenant. A convenant is an agreement with God to live a moral life. This idea carried over to the practice of contracts between people (as used in business). A contract is a promise between two or more people. Each person agrees to do or not to do something. Puritans frequently made contracts on a handshake rather than signing a document.

Puritans were middle- to upper-class people who felt a strong commitment to education. Harvard University was established in 1636, only eight years after the Puritans arrived. Education of children began at home at an early age. The method used to teach was called intensive reading. This means to read something over and over again very carefully. Puritans read in this way because reading material was scarce. Most reading was done from the Bible. All families owned a Bible.

Another book used for children was the New England Primer. The Primer contained such things as the alphabet, biblical verses, and moral sayings. Girls often were taught through the sewing of samplers. Boys often continued their education at Latin school.

Living conditions were very difficult for the Puritans. Death was an ever-present thought. Because people often died at an early age, they were always preparing for death. Evidence of this preoccupation with death is found in their art, literature, and music.

Although the Puritans perceived their model of a Holy Bible Commonwealth as being perfect, not everyone agreed. People who disagreed were treated harshly if they would not conform to the Puritan way of life or leave the community. Execution, banishment, and imprisonment were some of the punishments administered to those who disagreed.

There is still evidence of many of the Puritan principles in our lives today. Contracts, principles of hard work, introspection, and the American mission (belief that what is taking place in America is of importance to the whole world) are a few examples.

People have many misconceptions about Puritans. They are often confused with the Pilgrims. They are portrayed as being dull, drab, and prudish. Actually, they were fun-loving, colorful people who believed in enjoying themselves, but in moderation.

THE PURITAN ETHIC

I. Church of England
    A.
    B.
II. Factions within Church of England
    A. Separatists
        1.
        2.
    B.
        1. Wanted to stay in Church of England
        2. Wanted to reform and purify from within
III.
    A. Unfair taxes
    B. Discrimination
    C. Failure to reform and purify church
IV. Cosmic Vision
    A.
    B. Set up Holy Bible Commonwealth
        1.
        2. Living according to the Bible
    C. Massachusetts Bay Colony used as vehicle to achieve goal
V. Religion all-encompassing
    A. Success was an indication of faith
    B.
    C. Contracts and Covenants

VI. Education

A. Intensive reading

1.

2.

3. Primers and Bibles used for reading

B. Latin school for boys, samplers for girls

C.

VII.

A. High rate of death

B. Reflected in art, literature, and music

VIII. Evidence of Puritan principles today

A.

B.

C.

D. Hard work ethic

Reasons Puritans left Church of England
Puritans
American mission
Introspection
Wanted to break away from Church
Both alike and different from Catholic Church
Make model community for the world
Civil law based on biblical law
Method of teaching by repetition
Scarcity of materials
Preoccupation with death
Contracts
Harvard University established in 1636
Established Plymouth Colony
Established by King Henry VIII
Puritans were introspective

2. SKULLS AND ANGELS: GRAVESTONES AND EPITAPHS IN NEW ENGLAND CHURCH YARDS

Introduction:

There are many ways to learn about other people, whether they lived in the past or live in contemporary society. This activity introduces students to one of the many tools for examining past society--an examination of artifacts, in this case gravestones and epitaphs. Students become archeologists in this lesson, studying and interpreting clues transposed from rubbings of New England gravestones.

Objective: Students will be able to:

1. Analyze a selection of epitaphs and gravestone markings from New England burial grounds.

2. Classify and interpret data from these rubbings.

3. Explain the Puritan preoccupation with death.

Teaching Time: 2 class periods.

Materials: Copies of Handouts 2-1, 2-2, and 2-3 for all students; manila or white drawing paper for each student in the class.

Procedure:

Day 1

1. Distribute Handout 2-1 and have the students complete the reading.

2. As a group, discuss the following:

   a. What symbols did the Puritans carve on their tombstones?

   b. What did these symbols represent?

   c. Why did the Puritans pass laws to limit the amount of money that could be spent on a funeral?

   d. What did a gravestone in Puritan New England tell a person about the deceased?

   e. How are our gravestones different today?

   f. How are our funerals different today?

Prepared by Jeanne Marie Kish and Karen Tryda, Cleveland (Ohio) City School District.

g. What do the Puritan funeral, gravestones, and symbolism tell us about their attitude toward death?

Day 2

3. Distribute Handout 2-2 and, as a class, examine the sample drawings of gravestone art. Ask the students what each symbol might mean. Have the students discuss what symbols they might use on a gravestone to represent their lives.

4. Have the students read the epitaphs from Handout 2-3 aloud. List on the chalkboard the common elements of the epitaphs.

5. Have students write an epitaph for themselves.

6. Tell students to design a gravestone complete with epitaph and gravestone symbols for themselves or for a famous person either alive or dead.

PURITAN FUNERALS

Humans have always marked the graves of their dead with markers and monuments. Gravestones can tell us about the culture of the people who erected them. The first English settlers in New England brought the tradition of erecting carved stone monuments to honor their dead family members and friends. The Puritans believed that everything that happened in life prepared one for death. They erected gravestones to remind people of what would soon come for them.

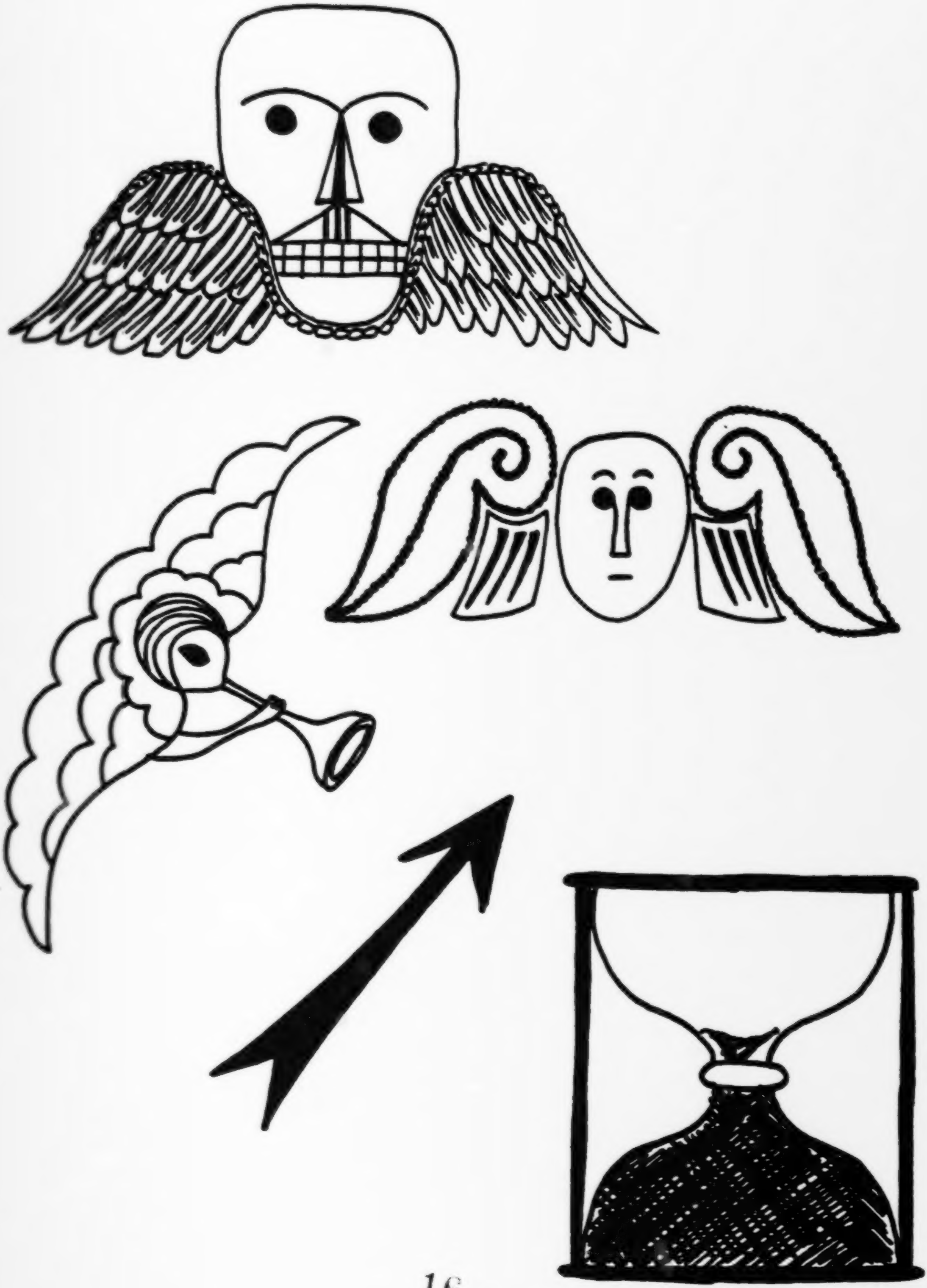
The people who carved gravestones in Colonial America were not professional carvers. Their efforts were crude compared with the efforts of the stone carvers in England. They carved the usual name, date of birth, and date of death on the stone. They also decorated the stone with symbols of their beliefs about death. The skull, winged hourglass, scythe, and death figure were symbols of the end of the Puritan life. The angel with a trumpet, the tree of life, urns, and flowers were symbols of the world Puritans believed waited for them after death. An epitaph, or inscription about the person, was usually cut into the stone.

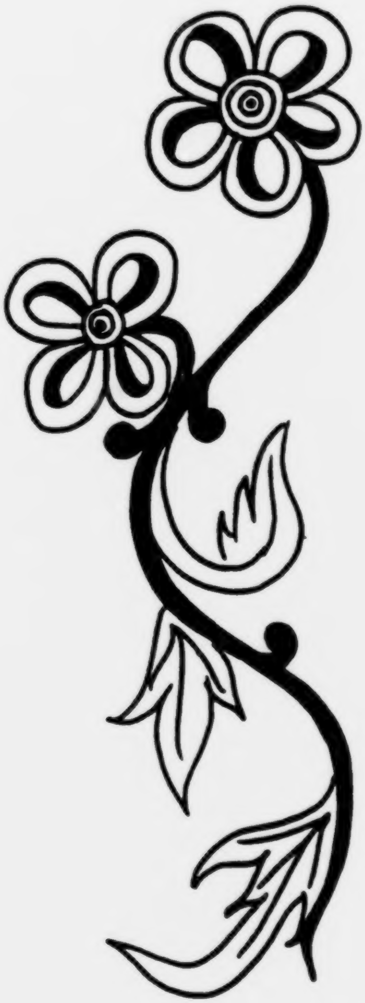
Puritans, like other groups, conducted funerals to honor their dead. They spent large sums of money for burials. Some people spent so much money on funerals that the Puritans passed laws that limited the amount a person could spend on a funeral. Money was spent to pay for the clothing of the mourners. The mourners were given long black cloaks to wear. They also wore long white scarves around their necks. Close relatives received mourning rings made of gold and decorated with symbols of death. The dead person's name or initials and date of death were engraved on the inside of the ring.

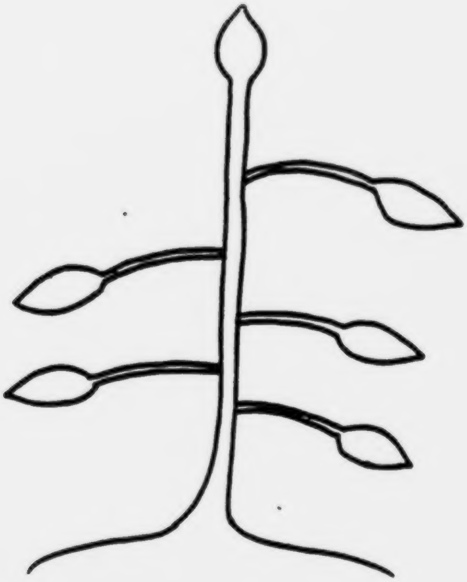
In Puritan funerals, there were no church services. The coffin was carried to the burial ground. Bells rang to let people know that a funeral was in progress. People close to the dead person would walk near the coffin. They had been sent black gloves as an invitation to attend the funeral. The friends would walk in procession with the minister to the burial ground. If the person being buried was famous or well-known, copies of the sermon would be printed and distributed to the people attending the funeral, to keep as a remembrance. After the burial, the mourners were treated to a meal of food and wine by the family of the dead person.

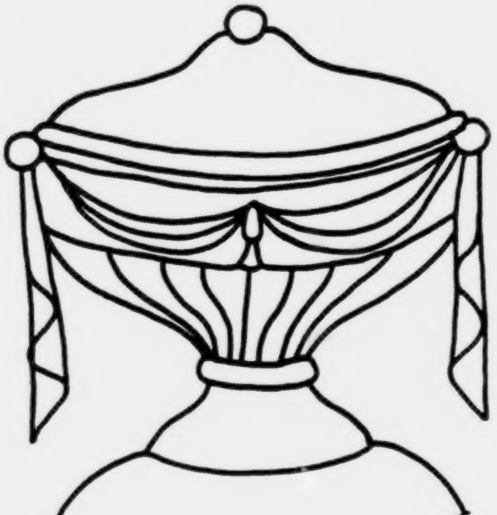
Sometime after the burial, a stone marker was erected over the grave. It told all who came after who rested there and what fate awaited all humans.

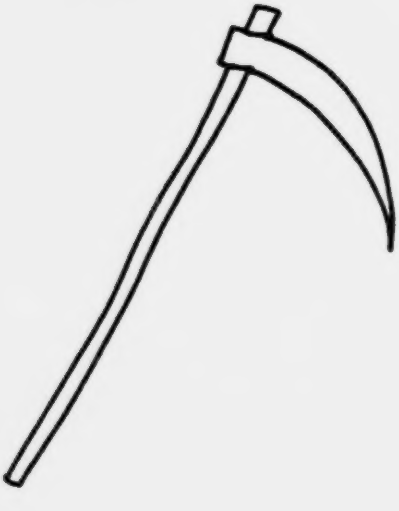
NEW ENGLAND GRAVESTONE ART











EPITAPHS FROM NEW ENGLAND CHURCH YARDS

DEPOSITED
BENEATH THIS STONE THE MORTAL PART OF
MRS SUSANNAH JAYNE, THE AMIABLE WIFE OF
MR PETER JAYNE, WHO LIVED BELOVED AND
DIED UNIVERSALLY LAMENTED ON
AUGUST 8TH, 1776 IN THE 45TH YEAR OF HER
AGE.

- - - - - - - - - -

HERE LIES INTER'D THE REMAINS OF
THE RESPECTABLE ELISHA LYON ELDEST SON OF
CAPN NEHEMIAH LYON & MEHATABLE HIS
WIFE. HE DIED OCT. 15TH 1767 IN HIS 24TH
YEAR OF HIS AGE. HIS DEATH IS MOURNFULLY
MEMORABLE, ON ACCOUNT OF THE MANNER AND
OCCASION. FOR AS HE WAS DECENTLY GOING
THRO' THE MILITARY MANUAL EXERCISE IN THE
COMPANY UNDER COMMAND OF CAPT. ELISHA
CHILD, SAID CAPTAIN GIVING THE WORDS OF
COMMAND, HE WAS WOUNDED BY THE
DISCHARGE OF FIREARMS, USED BY ONE OF THE
COMPANY. SAID ARMS HAVING BEEN
LOADED INTIRELY UNKNOWN TO HIM,
THE WOUND WAS INSTANTANEOUS DEATH.

- - - - - - - - - -

IN MEMORY OF CAPT.
JEREMIAH POST, DIED AT
BENNINGTON BY YE FATE OF
WAR AUGUST 26TH 1777
IN HIS 33RD YER.
BRAVE CAPTAIN POST WHO ONE
DID DIE FOR TO DEFEND
OUR LIBERTY.

- - - - - - - - - -

SACRED TO THE MEMORY
OF MRS. TEMPERANCE WILLIAMS
COMFORT OF MR. ISRAEL WILLIAMS
AND DAUGHTER OF
DR. DAVID HOLMES & TEMPERANCE, HIS WIFE

ADDING LUSTURE TO AN AMIABLE CHARACTER
BY SUSTAINING HER LAST ILLNESS
WITH CHRISTIAN RESIGNATION
SHE DEPARTED THIS LIFE
MARCH 20TH 1795

THE SCYTHE OF TIME "CUTS DOWN
THE FAIREST BLOOM OF SUBLUNARY BLISS."

- - - - - - - - - -

WILIAM WELD, SON OF MR.
AARON AND MRS. ESTHER WELD
DIED SEPTEMBER YE 2ND 1759
AGE 2 YEARS AND 5 MONTHS.

MOURNFULL PARENTS HERE I LY
AS YOU ARE NOW SO ONCE WAS I
AS I AM NOW SO YOU MUST BE

- - - - - - - - - -

IN MEMORY OF
MARY THE WIFE OF
SIMEON HARVEY
WHO DEPARTED THIS
LIFE DECEMBER 20TH
1785 IN 38TH YEAR OF
HER AGE. ON HER LEFT
ARM LIES THE INFANT
WHICH WAS STILL

- - - - - - - - - -

IN MEMORY OF SIMEON
SON OF MR. SIMEON &
MRS POLLY COWING BORN
MARCH 20TH 1804 &
DIED FEB 1ST 1805

SLEEP ON SWEET BABE
YOUR SINS ARE FORGIVEN
FOR SUCH SAYS CHRIST
IS THE KINGDOM OF HEAVEN

- - - - - - - - - -

HERE LIES YE BODY OF
MARY GOOSE WIFE TO
ISAAC GOOSE AGED 42^{2}YEARS DEC'D OCTOBER
YE 19TH 1690

HERE LIES ALSO SUSANA
GOOSE YE AGED 15 MO.
DIED AUGUST YE 11TH 1687

IN MEMORY OF
CAESAR

HERE LIES THE BEST OF SLAVES
NOW TURNING INTO DUST;
CAESAR THE ETHIOPIAN CRAVES
A PLACE AMONG THE JUST.

HIS FAITHFUL SOUL HAS FLED
TO REALMS OF HEAVENLY LIGHT.
AND BY THE BLOOD THAT JESUS SHED
IS CHANGED FROM BLACK TO WHYTE

JAN. 15 HE QUITTED THE STAGE
IN THE 77TH YEAR OF HIS AGE

1780

GOD WILLS US FREE. MAN WILLS US SLAVES
I WILL AS GOD WILLS GODS WILL BE DONE

HERE LIES THE BODY OF
JOHN JACK

A NATIVE OF AFRICA WHO DIED
MARCH 1773 AGED ABOUT 60 YEARS

THO' BORN IN A LAND OF SLAVERY,
HE WAS BORN FREE
THO' HE LIVED IN A LAND OF LIBERTY,
HE LIVED A SLAVE.

TILL BY HIS HONEST THO' STOLEN LABORS,
HE ACQUIRED THE SOURCE OF SLAVERY,
WHICH GAVE HIM HIS FREEDOM.
DEATH THE GRAND TYRANT,
GAVE HIM FINAL EMANCIPATION,
AND SET HIM ON A FOOTING WITH KINGS.
THO' A SLAVE TO VICE,
HE PRACTICES THESE VIRTUES,
WITHOUT WHICH KINGS ARE BUT SLAVES.

3. LIVING IN A PURITAN TOWN

Introduction:

A map of a Puritan town and portions of town records show students that Puritan communities were carefully planned and managed.

Objectives: Students will be able to:

1. Identify the importance of community in Puritan life.

2. Interpret mapped data.

3. Synthesize information from different sources.

4. Form generalizations.

Teaching Time: 3 class periods.

Materials: Copies of Handouts 3-1 and 3-2 for all students.

Procedure:

Day 1

1. Have students read Handout 3-1, which explains some of the decisions made by the founders of Springfield, Massachusetts. As an alternative, read the handout aloud as a group.

2. Ask students to cite examples, historical or contemporary, of how motivations affect how people live, the ways they make decisions, and the way they solve problems. You may want to have students work in small groups to plan and present skits illustrating how motivations affect the way people life.

3. Have students draw conclusions about what aspects of founding a town were most important to the founders of Springfield. Ask: What information in the data sheet indicates that religion was an important motivating force for Puritans? Was cooperation important to Puritans? What kinds of cooperation are described in the data sheet?

Day 2

4. Distribute Handout 3-2, which shows layouts of three New England towns of the same period. Use the following questions to guide students in making inferences based on their observations of the maps.

a. From the layout of the maps, notations, and physical features, what do you think the main occupations in each town were?

Prepared by Mary Ann Cusack, Cambridge (Massachusetts) Public Schools.

b. What ideas do you think Puritans had about ownership of property?

c. Explore possible reasons for the different layouts of these towns--geography, advance planning, waves of population, etc.

d. Look more closely at the map of Sudbury, a Puritan town about 20 miles west of Boston. Did each family generally own land in one spot or scattered around the town? What would be the advantages and disadvantages of this pattern? What features shown on the map would require cooperation among residents? Discuss what is missing from this town.

Day 3

5. Have students write a paragraph describing one of the towns shown on the map handout. This activity should pull all the generalizations together, helping students see the importance of community in Puritan life.

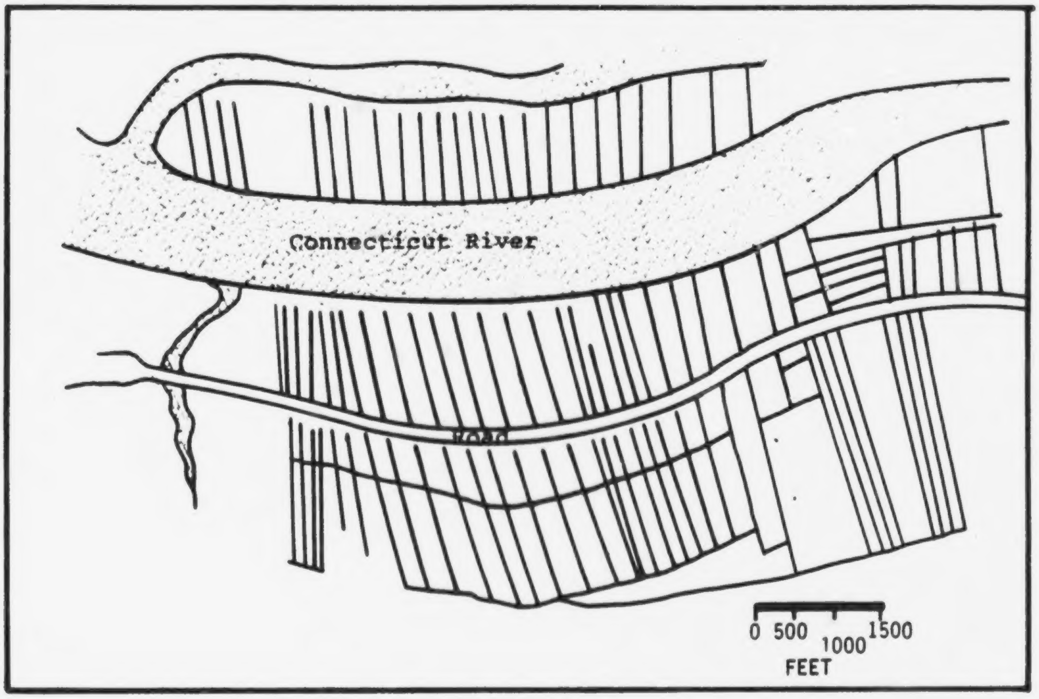
SPRINGFIELD DATA SHEET

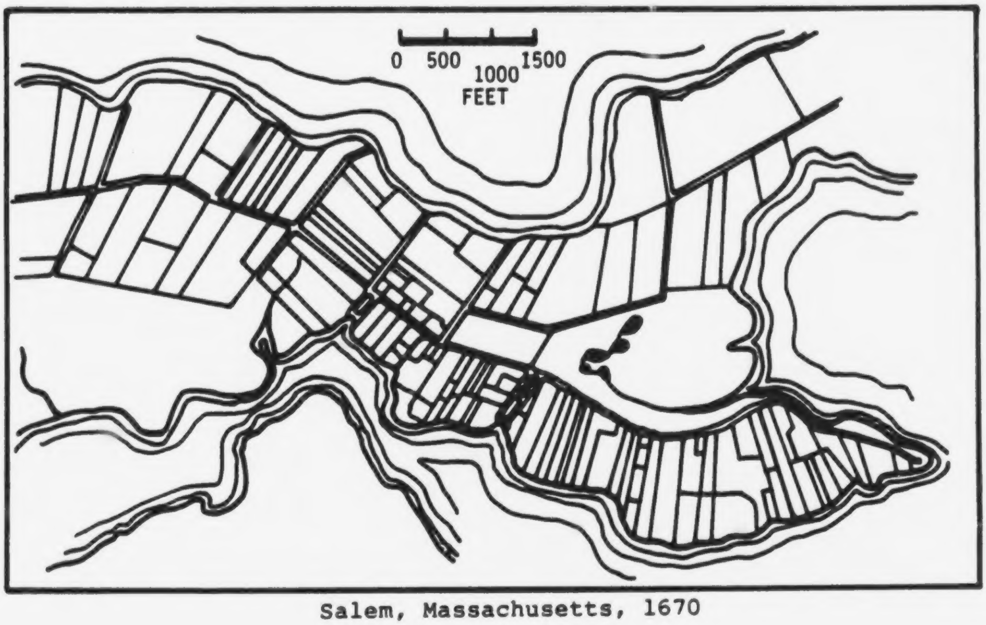
Once colonists arrived in Massachusetts, they set up towns. Following are some of the decisions made by the founders of what is now Springfield, Massachusetts.

> May the 14th, 1636
>
> We whose names are written, being by God's help working together to make a plantation at Agawam on the Connecticut River, do mutually agree to certain articles and orders to be observed and kept by us and our successors.
>
> We intend by God's grace, as soon as we can with all convenient speed, to obtain some godly and faithful minister. We wish to join in church covenant with this minister to walk in all the ways of Christ.
>
> We intend that our town shall be composed of 40 families, or at most 50, rich and poor.
>
> Every inhabitant shall have a convenient piece of land for a house lot, suitable for each person's position and wealth.
>
> Everyone that has a house lot shall have a part of the cow pasture to the north of End Brook, lying northward from the town. Everyone shall also have a share of the Hasseky Marsh, near to his own lot if possible, and a fair part of all the woodland.
>
> Everyone will have a share of the meadow or planting ground.
>
> All town expenses that shall arise shall be paid by taxes on lands. Everyone will be taxed according to their share of land, acre for acre of house lots, and acre for acre of meadow.

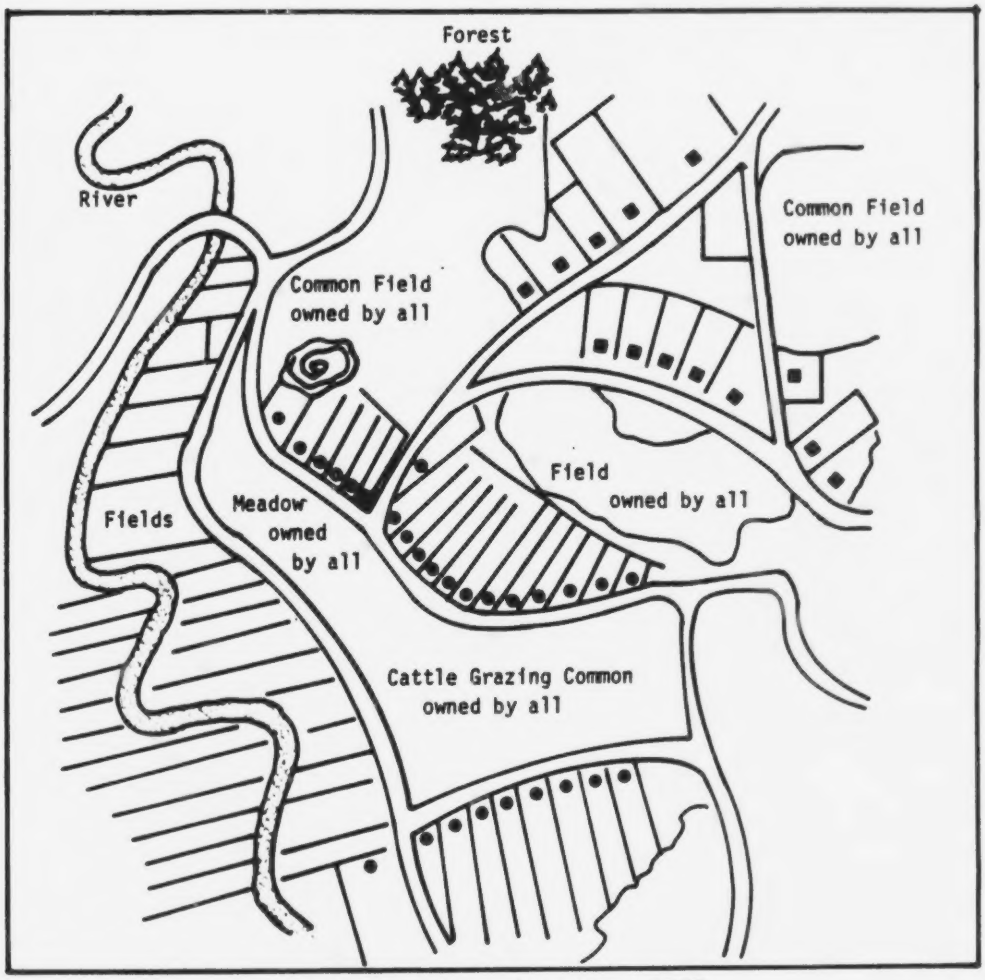
MAPS OF NEW ENGLAND TOWNS

Springfield, Massachusetts, 1640


Connecticut River
Road
0 500 1000 1500
FEET


0 500 1000 1500
FEET

Salem, Massachusetts, 1670


Forest
River
Common Field owned by all
Common Field owned by all
Field owned by all
Fields
Meadow owned by all
Cattle Grazing Common owned by all

Sudbury, Massachusetts, 1650

4. COMMUNITY RESEARCH STUDY

Introduction:

This community research project is actually eight individual activities. These activities, which may be used separately or as a unit, are intended to provide students with a model by which to research any community from a humanities perspective. The model may be applied to towns and communities of the colonial or early national period, making it a logical extension unit for Activity 3, "Living in a Puritan Town." However, the activities are equally applicable to any community at any period in U.S. history.

Students begin exploring a chosen community by looking at the arts (literature, music, games); lifestyles (social, occupation, school and government, religion); and architecture (materials, style, use, origins, environmental influence). They then compile their data into chart form. They repeat the study for another community, comparing and contrasting two communities. They construct a model town and then prepare a written presentation.

Objectives: Students will be able to:

1. Apply a model for studying about communities of any historical period.

2. Interpret the lifestyle of the community from a humanities perspective.

3. Gather and apply data about communities.

4. Compare and contrast communities from different locales and time periods.

Prepared by Terry Smith, San Juan (California) Unified Public Schools.

A: Researching a Community Using an Arts Approach

Introduction:

In this activity, which involves two days of library research, students learn about the literature, music, and games common to the community chosen for study.

Objectives: Students will be able to:

1. Develop and apply research skills.

2. Apply data to specific research problems.

3. Produce and teach one artform to the class.

Teaching Time: 4 class periods.

Materials: Copies of Handout 4-1 for each research pair; library resources; butcher paper (optional). Some recommended library resources for researching colonial communities are:

Dickinson, Alice, Colony of Massachusetts (New York: Franklin Watts, 1975).

Earle, Alice Morse, Home and Child Life in Colonial Days (New York: Macmillan, 1969).

Earle, Alice Morse, Home Life in Colonial Days (New York: Macmillan, 1965).

Fritz, Jean, The Cabin Faced West (New York: Coward-McCann, Inc., 1958).

Pilgrims in Plymouth Colony (New York: American Heritage Company, 1961).

Speare, Elizabeth George, Life in Colonial America (New York: Random House, 1963).

Tunis, Edwin, Colonial Craftsmen and Beginnings of American Industry (New York: Thomas Y. Crowell Company, 1965).

Procedure:

1. Before beginning this activity, you may want to work with the librarian or media specialist to compile a list of resources helpful to students. The list could be typed and distributed to students on Day 2.

Day 1

2. Explain to the class that there are many ways to learn about what a person--or a place--is like. For example, what do you think a person is like who wears striped shirts, polka dot pants, and has pink hair? Clothes tell a lot about a person. Similarly, art tells a lot about a community. In this activity, the class will interpret a community's character by looking at its art.

3. Divide students into pairs and give each pair a copy of Handout 4-1. Spend five to ten minutes going over the handout questions and clarifying procedure. Assign a community to each pair, or let pairs choose their own communities.

4. Review with students the procedure for using library resources to locate information. Explain that they will spend the next two days in the school library researching the answers to the handout questions. At the end of this time, each pair will make a short report to the class.

Days 2-3

5. The class will spend two days working in the library. During this time, each pair of students should locate information to complete Handout 4-1.

6. Instruct the class that each pair should consult a total of four resources, which may include books and audiovisual material.

Day 4

7. Using information they have gathered, each pair should make a brief report to the class.

8. As a class, compile information and list it in chart form on the chalkboard or on butcher paper.

B: Researching Community Lifestyles

Introduction:

In this activity, students learn about lifestyles found in the community and examine how education, religion, and politics affected these lifestyles.

Objectives: Students will be able to:

1. Consult a variety of sources to obtain data on lifestyles.
2. Apply data to specific research questions.
3. Create a broadside.

Teaching Time: 3 class periods.

Materials: Copies of Handout 4-2 for each research pair; butcher paper (optional).

Procedure:

Day 1

1. Introduce this research activity by asking the class what is meant by the term "lifestyle." As a class, come up with a definition of the word. Brainstorm, and list on the chalkboard, characteristics of the students' own lifestyles or of what they perceive as an "American" lifestyle.

2. Explain to the class that they are going to explore the lifestyles of another group of people, in another community and/or another time. Divide the class into research pairs.

3. Distribute a copy of Handout 4-2 to each research pair and review the handout contents. Clarify the research task.

4. If possible, present the class with samples of diaries, primers, and broadsides. (Broadsides were one-page public news announcements, posted on trees or other public places.)

Day 2

5. Spend one day in the school library. During this time, each research pair should conduct their research on lifestyles.

6. Remind students that question #11 on their handout is a homework assignment. Assign a due date.

Day 3

7. Have each research pair report its findings to the class.

8. As a class, record collected data on a chalkboard or butcher paper chart.

C: Researching the Architecture of a Community

Introduction:

This activity is designed to help students understand that communities were often developed with a design. Included in the study of community architecture are: origins, styles, use, materials, and environmental influence on site selection.

Objectives: Students will be able to:

1. Draw a map of the community and answer questions using map skills.

2. Select a building in the town and research architectural perspectives.

Teaching Time: 4 class periods.

Materials: Copies of Handout 4-3 for each research pair; butcher paper (optional).

Procedure:

Day 1

1. Introduce the activity by asking the class to think about what architecture shows about the colonial town they have been studying and its time. For example, how do houses reflect environment--hot/cold/rainy climate? What are buildings in the town made of? Why? If wood, is the town located near forests? What does building material indicate about climate and natural resources? What does the size of buildings and how close together they are indicate about land value, population size, standard of living?

2. Distribute Handout 4-3 and explain the research assignment to the class. Explain that the class will work in pairs to conduct their research and will report their findings on the last day of the activity.

3. Using slides, pictures, or photographs, explain how students can analyze a building through its style, its use, its materials, its size, and its location. As a class, analyze a sample building (this can be any for which you have a picture).

Day 2

4. Spend this day in the library, allowing students time to complete their research handout.

Day 3

5. In class, have each research pair make a brief report on its findings.

6. Using the chalkboard or butcher paper, record data from all pairs on a chart.

D: Humanities Compilation Chart

Introduction:

Using the information gathered in the previous three activities, the class transfers all data about the community under study onto a large chart.

Objectives: Students will be able to:

1. Compile and transfer data.
2. Make inferences based on research findings.

Teaching Time: 1 class period.

Materials: Butcher paper (optional); data charts from Activities A-C; copies of Handout 4-4 for all students.

Procedure:

1. The day before this activity, remind students to bring all completed research guide handouts from Activities A-C.

2. Using the chalkboard or butcher paper fill in data on a large copy of the chart shown in Handout 4-4. Or assign pairs to fill in different sections on the compilation chart.

3. Have students copy data from the large chart to individual charts (Handout 4-4).

4. Through class discussion, guide students to summarize, generalize, and make inferences about the data.

E: Researching Another Community

Introduction:

This activity is a follow-up to the previous research activities. Students compile data in the three humanities categories to gain an understanding of a second community during the same period of study.

Objectives: Students will be able to:

1. Demonstrate ability to research a topic.

2. Consult a minimum of two references in gathering data.

3. Exhibit writing skills by answering guide questions in complete sentences.

4. Demonstrate critical thinking skills.

5. Develop communication skills through an oral summary of data gathered.

Teaching Time: 3 class periods.

Materials: Copies of Handouts 4-1, 4-2, and 4-3 for one-third of the research pairs each; copies of Handout 4-4 from Activity D.

Procedure:

Days 1-2

1. Divide students into research pairs. Assign each pair one of the previous research guides, that is, either the arts, lifestyles, or architecture guides (Handout 4-1, 4-2, or 4-3).

2. Explain that each group will look at just one aspect of a different community and that, when research is completed, the class will compile findings to create a complete study of the community.

3. Allow library time for research.

4. Check with research pairs each period as to progress and any difficulties encountered. Students may need help locating resources.

Day 3

5. Upon completion of research, provide class time to report findings orally.

6. Transfer summaries to the master chart. Use column B of Handout 4-4 to create a means for comparing the two communities studied.

F: Comparing and Contrasting Two Communities

Introduction:

This activity is a wrap-up for students' research projects. By using data collected in previous research and recorded in summary fashion on the master chart, students should conclude that both communities responded in similar/different manner to common social, political, and economic problems. They should also be able to make inferences as to the extent of influence settlers' ethnic and national heritage had on their communities.

Objectives: Students will be able to:

1. Compare and contrast two communities using research data.

2. Infer reasons for likenesses and differences between the communities.

3. Hypothesize as to extent of British influence.

Teaching Time: 1 class period.

Materials: Research guides from all previous activities.

Procedure:

1. The day before this activity, remind all students to bring their research guides to class.

2. Introduce the activity by telling students that they will compare what they have learned about the art, architecture, and lifestyles of two different communities. Then, as a class, you will try to draw conclusions about similarities and differences between these two communities.

3. Post the master chart showing the previously recorded summary statements.

4. Direct each research pair to list one similarity and one difference between the communities in each of the three categories. Allow 10 to 15 minutes for pairs to record their responses.

5. Provide class discussion, with one member from each pair reporting orally.

6. Guide the class in brainstorming to hypothesize the extent of direct British influence or other national or ethnic influence. Drawings of British or other European towns of the time may be helpful in generating ideas. Accept all answers and encourage participation from each pair. Record responses on the chalkboard and have students copy.

G: Constructing a Model Town

Introduction:

Using data gathered in their research on architecture, students make as accurately as possible a frontview replica of the town building they researched. The purpose of this activity is to provide students with a more definite image of a colonial community.

Objectives: Students will be able to:

1. Visually translate data gathered in research project.

2. Demonstrate ability to use extension skills.

3. Develop a more real appreciation for architecture of the period.

Teaching Time: 2 to 4 class periods.

Materials: Completed Handout 4-3 from activity C; construction paper, cardboard, glue, scissors, paint, tape, markers, etc. Many construction materials can and should be brought from home by the students.

Procedure:

1. Before beginning the activity, collect an ample supply of slides or pictures from reference books. Make these available to the students in one part of the classroom.

Day 1

2. Explain to students that they are going to build a model of the first community they researched.

3. Have students refer to the research questions from Handout 4-3 to identify the style and materials of their building.

4. Provide samples of types of classroom construction materials. Brainstorm with students various kinds of materials they might use for their buildings. For homework, have students bring useful materials from home (i.e., scraps of wood, cardboard, Z-brick, fabric).

Day 2

5. Demonstrate scale drawing and provide lots of encouragement. Encourage innovation, attention to detail, and three-dimensional constructions.

Days 3-4

6. Provide more encouragement and be patient. The products will make terrific open house displays!

7. Once storefronts are completed, attach to the front of the desks and arrange desks as per town plan as accurately as possible. You may want to photograph the completed displays to be used by future classes for ideas.

H: A Day in the Life of a Typical Townsperson

Introduction:

As a part of research Activity B, students were asked to select a community member and to describe that person's occupation (Handout 4-2, #7). As a means of synthesis and application, students now write a narrative, to be presented in diary form, which will provide a glimpse into the occupation and overall lifestyle of that person.

Objectives: Students will be able to:

1. Synthesize previous research data.

2. Consult primary source.

3. Practice writing skills by composing a narrative description fully detailing what life was like for one person.

Teaching Time: 1 class period.

Materials: Completed Handout 4-3 from Activity B.

Procedure:

1. Review with the class the narrative form of writing.

2. Explain that students will write a day in the life of a typical townsperson in the community they have studied. Describe or review a diary form of writing and provide several samples of what a completed essay should look like.

3. Spend the remainder of class time on teacher-guided writing as follows:

   a. Pre-writing

   b. Writing the rough draft

   c. Revision

      (1) read-a-round (peer response)
      (2) teacher/student conferencing

   d. Editing, including parent proofreading

   e. Final draft

4. Direct students to finish the final steps of the writing assignment for homework over the next one or two nights.

5. As time permits, allow students to make oral presentations on their findings. They could demonstrate their occupations/crafts and even dress in period costumes.

RESEARCHING A COMMUNITY THROUGH ART

You can tell a lot about a group of people or a community by looking at the kinds of art the people enjoy. In this activity you will work with a classmate to learn about a given community. You will look at three different artforms: literature, music, and games. Use the questions below to guide your research. At the completion of the activity, you will make a short presentation to your class.

Literature:

1. Name three types of books commonly read or popular in the community
2. Select a short reading selection from one of the books and be prepared to read it to the class.
3. Write one paragraph to summarize or explain the reading selection you chose.

Music:

4. Find out when (what occasions) and where music was played in the community. Using this information, explain in one or two paragraphs the importance of music to this community.
5. How were songs passed on from one generation to another?
6. What kind of instruments were used during this time?
7. Locate a picture of an instrument and draw or copy it.
8. Write a poem that might be put to song.

Games:

9. Describe at least two games that were played by the children in the town.
10. Teach the class a game that was popular at this time. You may want to write out step-by-step directions to help you in explaining the game.

RESEARCHING COMMUNITY LIFESTYLES

1. Describe the roles of family members in this community.
   a. What kind of work might the father do?
   b. What would the mother's duties be like?
   c. List some of the chores of the children. How were these like or unlike the chores you do? How many children did the family have?
2. Tell how the children were educated. Did they go to school? What were the subjects they studied? What materials or supplies did they use?
3. Locate a primer and tell two kinds of lessons it included.
4. What might the family's religion be? How important would religion be?
5. Find a picture of the church the family attended. How do you think the church was different from one today?
6. Choose one occupation of a community member. Describe a typical day for a person having this occupation.
7. What type of government did the community have? How did it develop?
8. What members of the community would get to vote? Why?
9. A broadside was an early form of newspaper. It was only one page and was posted on trees or buildings to inform people of events. For homework, design a broadside telling that you are running for office. Include a campaign slogan. Use poster board to make your broadside.

RESEARCHING THE ARCHITECTURE OF A COLONIAL COMMUNITY

1. Locate a map of the colonial community you are studying (teacher can provide). Answer the following questions:

    a. What is the main street called? In what direction does it run?

    b. List the main public buildings.

    c. Estimate the distance from the school to the church?

    d. Are there separate areas for homes and businesses?

    e. When was the town built?

2. Choose one of the buildings in the town and answer the following questions:

    a. Locate a picture of the building and copy or draw it.

    b. Can you tell the purpose of the building by looking at the front? How? Is there a sign? Draw it.

    c. What materials were used to construct the building? Can you suggest reasons for their use?

    d. Draw a floor plan showing what it might look like inside.

    e. Write a paragraph describing the front of the building. Tell about its size, shape, color, and texture.

    f. Is there a similar building in your town? How is it similar?

    g. Have you ever seen a building like this before? Where? Imagine you were the owner of the building. How would you feel about working here?

    h. Suppose you were able to change one thing about the building. What would it be? Why?

COMMUNITY STUDY CHART

		Community A	Community B
A R T S (from Handout 4-1)	LITERATURE		
	MUSIC		
	RECREATION		
L I F E S T Y L E S (from Handout 4-2)	OCCUPATIONS		
	EDUCATION		
	POLITICAL		
	RELIGION		
A R C H I T E C T U R E (from Handout 4-3	ORIGIN		
	STYLE		
	USE		
	MATERIALS		

5. PURITAN HOMES (BUILDING TECHNOLOGY)

Introduction:

In this activity, students construct a colonial house with a fireplace.

Objectives: Students will be able to:

1. Compare and contrast modern and traditional building technology.

2. Apply research skills.

3. Demonstrate an appreciation for the Puritan lifestyle that is depicted in crafts.

4. Construct a colonial house.

Teaching Time: Approximately 5 class periods.

Materials: Copies of Handout 5-1 for all students; materials for constructing model houses: balsa wood, toothpicks, heavy cardboard, two corrugated boxes, lightweight cardboard, aluminum foil containers, egg cartons, tempera paint, glue, masking tape, ruler, scissors, knife. Many of these materials may be brought from home by students.

Procedure:

1. As a homework assignment, have students research their own homes. Have each student draw a floor plan of his/her home, showing at least one elevation (front, side, back). Students should identify the types of materials used in building their homes. Emphasize that students' drawings should be as detailed as possible.

Day 1

2. When students have completed their homework, have them report their findings to the entire class or to small groups, whichever suits your teaching style best.

Day 2

3. Review the previous day's sharing. Ask students to speculate about what someone can tell about a society and how its people live from the buildings it constructs. What can be said about the people who live in the buildings? As a result of the discussion, students will develop an understanding of how buildings can be viewed as artifacts, evidence of a society and its people. Questions below may guide discussion:

Prepared by Nate Austin, Cleveland (Ohio) Public Schools.

a. What do various types of technology--central water systems, central sewage disposal, gas or electric heat, wood heat, building material, height of building--indicate about a society?

b. How much space is there between houses? Do students live in apartments, duplexes, or single-family houses? What might this mean about land costs, population size, or cost of living?

c. Do students and their brothers or sisters have their own rooms? Do they share a room?

d. Do their houses have extra rooms (e.g., recreation or TV room, utility room)?

e. How large are the closets? What does this mean? (One possibility is that we all have lots of "junk" to store; another is that we have many clothes, pairs of shoes to store.)

f. How large is the kitchen area? What items does it contain? What does this mean?

g. Do students' houses have single-car, two-car, or larger garages? What does this mean?

4. Distribute copies of Handout 5-1. Give students an opportunity to study the plans, directing them to make inferences about how colonial people's lives differed from (or were similar to) students' lives.

5. Discuss with students the inferences they have made.

Day 3

6. Through use of library or classroom resources, have individual (or groups of) students research colonial buildings and lifestyles to discover whether the inferences drawn during the previous class period were correct.

Day 4-5

7. Finally, have students select a colonial house to model. You may allow them to model the frame construction of such a house or to construct an entire house with interior, fireplace, and other details. The Teacher Background Information explains one way of making the model. There are many ways to proceed.

8. (Optional) As an evaluation exercise, have students write papers in which they compare their lives with that of a colonial child.

Teacher Background Information:

From corrugated boxes, cut two sections 17 inches wide by 8 inches high and 11 inches deep. Cut a second two sections 16½ inches wide by 8 inches high and 9 inches deep. The fireplace should be a piece of corrugated box with no seams.

Draw a window 2½ inches tall by 2 inches wide. Cut out the window. Slide section two into section one, leaving 2 inches space at the back. This space will be needed later for making the fireplace. Trace through cut window openings, drawing area onto section one.

Slide sections apart. Cut window out of section one. Tape together flaps or loose parts. Where any flap shows on inside wall or floor, measure area, cut, and glue on an extra piece of corrugated cardboard to make a smooth unbroken area. No flap seams should show inside the room.

Draw a fireplace in heavy black lines. Cut on the heavy black lines. Fold back on the lines. Cut two pieces of corrugated. Place these pieces at the top and bottom of folded-in fireplace sides; tape in place. Slide section two back into place. The wall of section one now forms the back of the fireplace. Mark an area 1 inch by 10 inches on the floor in front of the fireplace. This is the hearth.

Mix black and white paint to make gray. Paint the fireplace below the mantle area light gray and the top inside of the fireplace black. Paint the hearth light gray.

For bricks, cut off the flat top part of two egg cartons. Paint one a brownish red, the other a blackish red. When dry, mark off areas on the wrong side and cut as many bricks as possible. Hold bricks and paint the edges to match the front. Allow to dry.

Trace oven shape on a piece of paper, and paint on bricks shaped to appear as though you are looking inside the oven. Cut and glue to the left side of the fireplace about 1½ inches up from the floor.

To attach bricks, work in a small area at a time. Spread glue on the gray surface, and lay bricks in place. Place the dark bricks inside, at the back where the fire would have darkened them. Make the smaller bricks that are needed for corners and edges, and fit them into place. Around the top of the oven, cut bricks at angles to fit. Cover the hearth with bricks, also. Temporarily separate the two sections again.

Trace shapes for an oven door and crane on lightweight paper. Place the long edge of pattern of crane along the edge of a foil pan from a TV dinner. Tape in place. With a ball point pen, trace around the drawn crane shape on flat part of aluminum foil. Remove pattern and cut the shapes of the foil along the indented lines.

Fold end of crane up and around; glue to hold. Paint both pieces black.

With a knife, cut slits through the bricks and corrugated. For the door, make a 3/4-inch slit at the right side of the oven and a 3/8-inch slit at the left side of the oven. For crane, cut a 1½-inch slit in the side of the fireplace with slit ending about 2 inches above the floor. Slip tab of crane into slit, glue, and tape in back. Bend tabs in oven door and insert into slits; tape and glue larger oven tab in back.

Place two sections of the room in position and glue floor and window wall together.

To make wood paneling for the fireplace wall, cut 8-inch-long strips of lightweight cardboard. Cut two pieces 3/4 inch wide, three pieces 1 inch wide, and one piece 1½ inches wide. To panel area over the fireplace, cut eight pieces 2½ inches long. Four of them should be 1 inch wide and the other four 1½ inches wide. Paint panels a brown wood color and their edges dark brown or black.

For horizontal pieces to go over fireplace, cut two pieces of cardboard. One piece should be 10 inches by 1/8 inch. Paint both brown. Glue wider piece over fireplace opening and glue narrow piece on top of that.

Glue wood grain panels onto the fireplace wall, alternating width and leaving about 1/8 inch space between panels. Glue short one above the mantel over the fireplace. Cut a notch in panel at end of the mantle, if necessary to fit in place.

Paint the floor brown with black lines to look like floor boards.

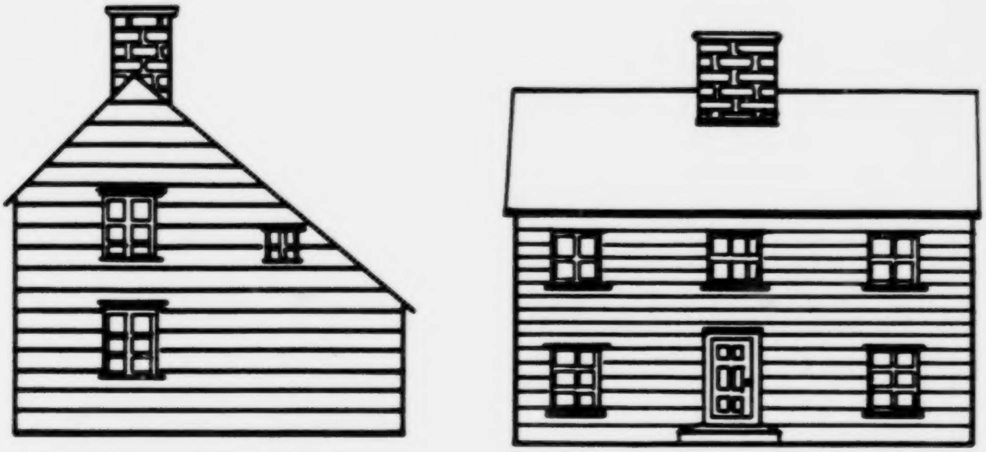
For the roof cut a piece of corrugated cardboard 9½ inches x 18 inches. Paint the side of the walls white.

For window frame, cut four ½-inch wide strips of thin cardboard, two 3½ inches long and two 3 inches long. Paint brown. Glue strips around the opening.

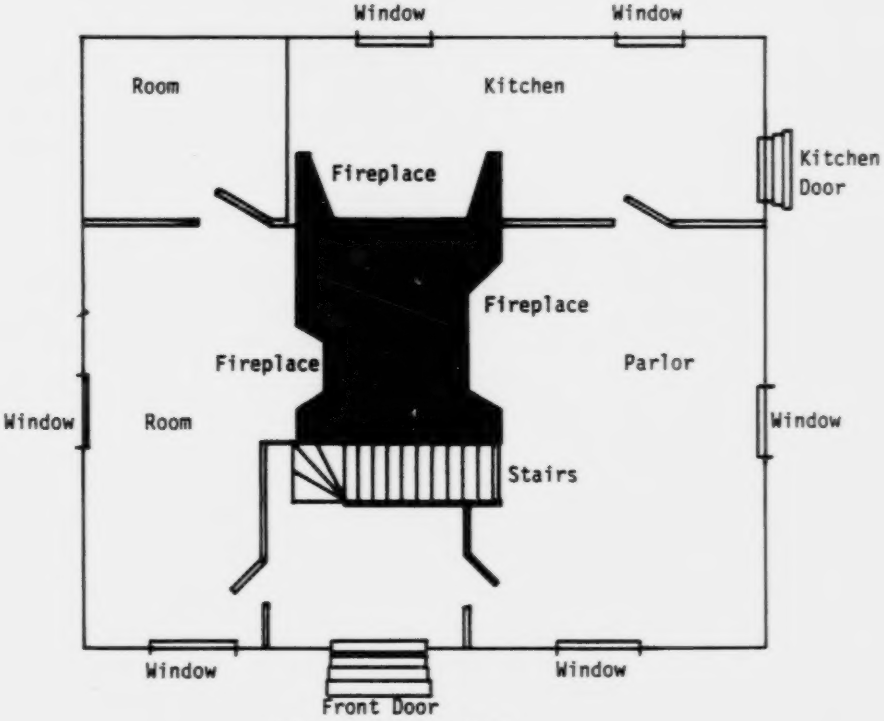
To give appearance of window panes, cut four 1/8-inch-wide strips of paper. One strip should be 4 inches long and three strips should be 2½ inches long. Glue in position on outside of window opening. For window sills, cut a piece of cardboard 3/4 inches x 3 inches. Paint brown and glue into position.

Place roof piece over room, beams down, to look like ceiling of room.

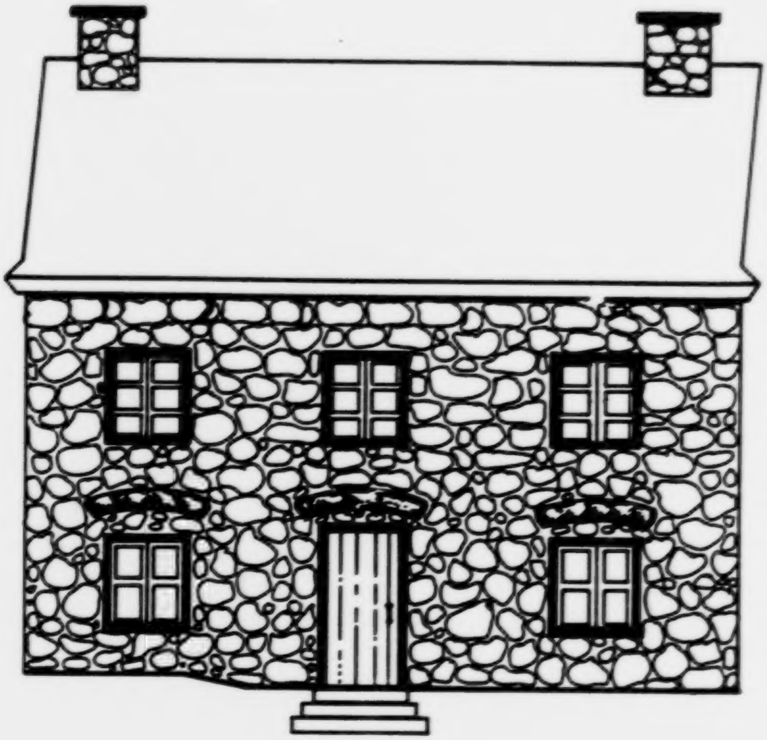
BUILDING PLANS AND ELEVATIONS OF COLONIAL HOUSES



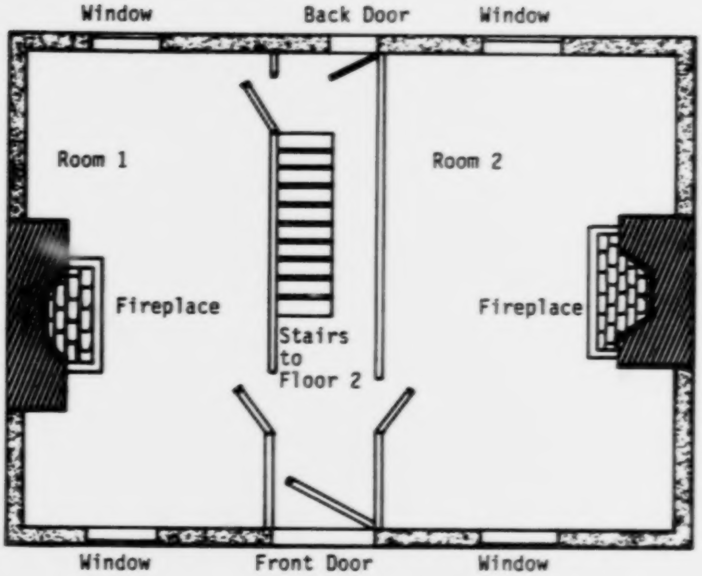
NEW ENGLAND SALT BOX HOUSE, 1700


Window
Window
Room
Kitchen
Kitchen Door
Fireplace
Fireplace
Fireplace
Parlor
Window
Room
Window
Stairs
Window
Window
Front Door

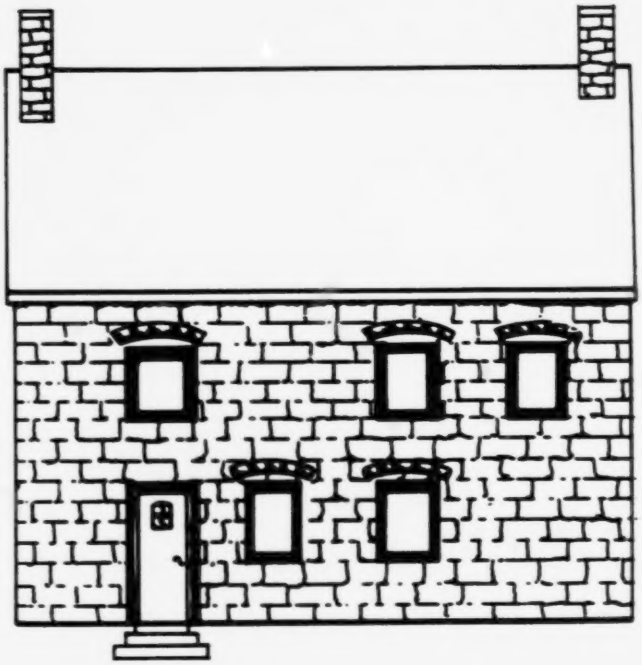
First Floor Plan



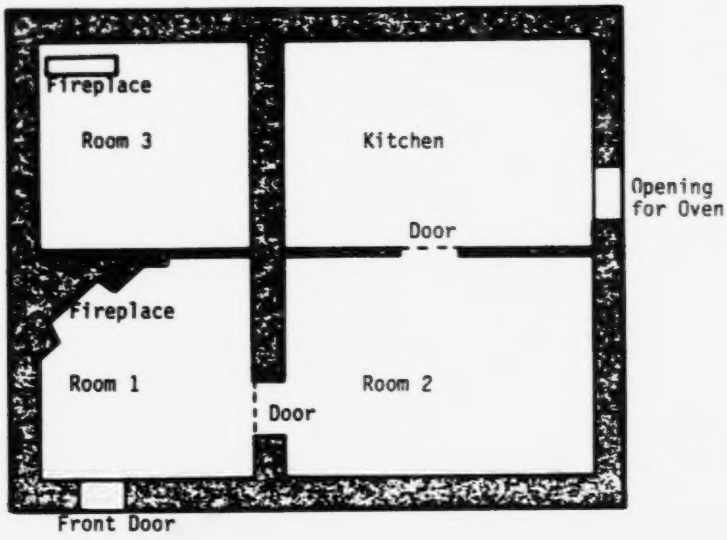
FARMHOUSE, 1750


Window
Back Door
Window
Room 1
Room 2
Fireplace
Fireplace
Stairs to Floor 2
Window
Front Door
Window

First Floor Plan



FARMHOUSE, 1780


Fireplace
Room 3
Kitchen
Opening for Oven
Door
Fireplace
Room 1
Room 2
Door
Front Door

First Floor Plan

6. RELIGION AND EARLY AMERICAN EDUCATION

Introduction:

Students read religious homilies from the New England Primer and other types of intensive reading of the time. They make hornbooks and simulate a Puritan school. Conclusions are drawn regarding the importance of religion in colonial America.

Objectives: Students will be able to:

1. Understand the importance of religion in the education of the Puritans.

2. Use primary sources to obtain information.

Teaching Time: 2 class periods.

Materials: Copies of Handouts 6-1 and 6-2 for all students; copies of primers from the local library (e.g., New England Primer, McGuffie's Reader); materials for making hornbooks: cardboard, scissors, glue or tape, and cord or string.

Procedure:

Day 1

1. Begin with a discussion of the importance of religion in the education of colonial children. Discuss the terms and use of the New England Primer, Bible, and hornbook. The hornbook was a two-sided book, made of wood and resembling a paddle. Children wore the books around their necks. If possible, show actual copies of the primer and hornbooks.

2. Have each student in the class make a hornbook, using the outline on Handout 6-1 as a model. Hornbooks should be made of thick cardboard, with plain white paper covering each side. Punch holes in the handles and tie cord, ribbon, or string through the holes.

3. Distribute Handout 6-2. Have students read these excerpts from the New England Primer and copy one or more verses (morals) of their choice on one side of the hornbook. Have them copy the alphabet on the other side. Place cord through the hornbook and have students place around their necks, as was done by colonial students.

Day 2

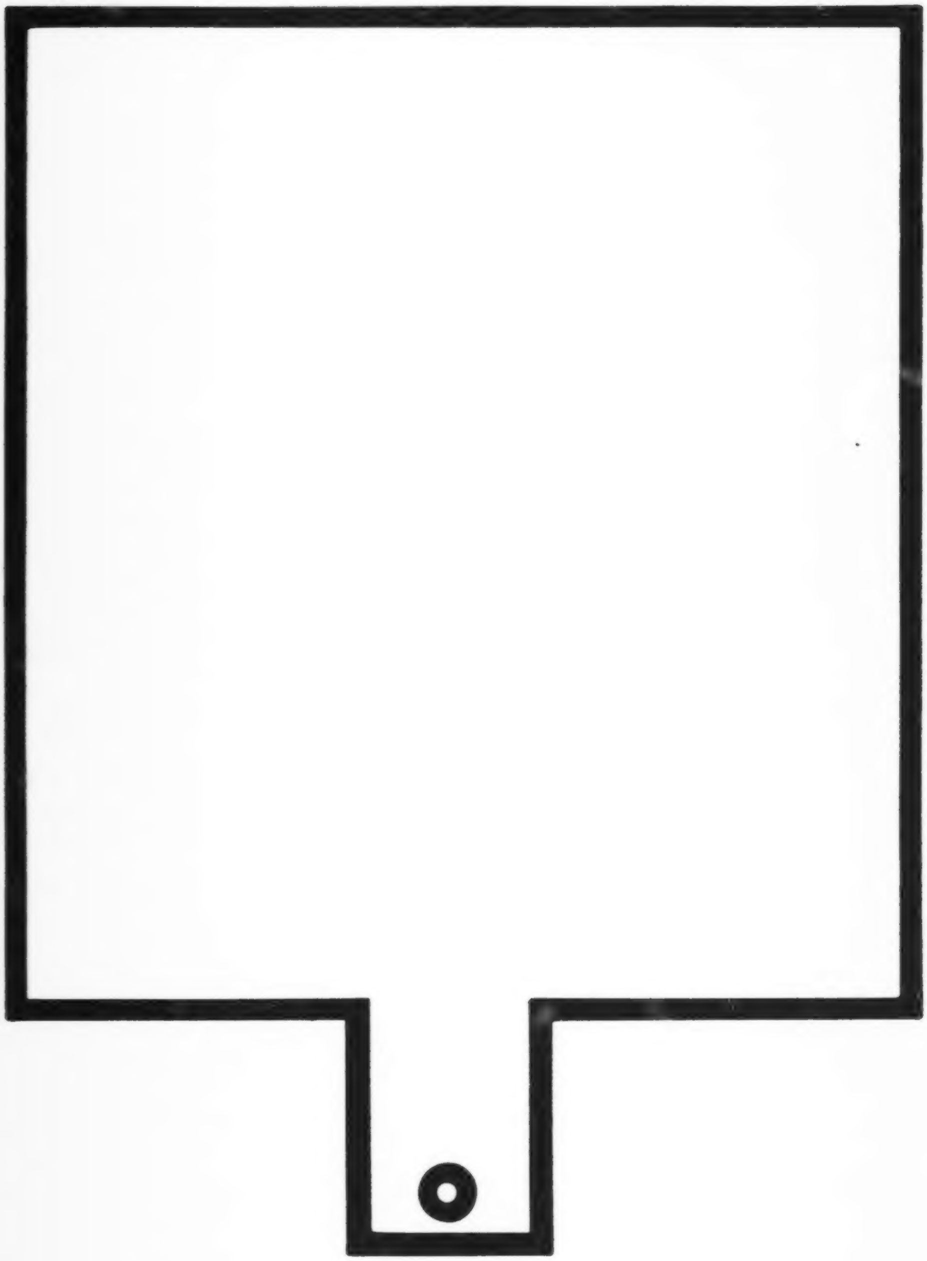
4. Allow students to read the alphabet and other verses together, explaining that Puritan children read together in their schools.

Prepared by Bonnie Nelson, Jefferson Parish (Louisiana) Public Schools.

5. Have students read the morals they have written on their hornbooks and compare this kind of reading material with that of their own basal reader. Have students compare their own school experience with that of Puritan children. What is the same? Different?

6. Discuss this intensive kind of reading containing religion in the lives of the Puritans of colonial times. Help students draw the conclusion that religion permeated colonial American life.

HORNBOOK PATTERN



EXCERPTS FROM THE NEW ENGLAND PRIMER (c. 1683)

Now the Childe being entered in his Letters and Spelling, let him learn these and such like Sentences by Heart, whereby he will be both influenced in his Duty, and encouraged in his learning.

"The Dutiful Child's Promises"

I will fear GOD, and honour the King.
I will honour my Father and Mother.
I will Obey my Superiours.
I will Submit to my Elders.
I will Love my Friends.
I will hate no Man.
I will forgive my Enemies, and pray to God for them.
I will as much as in me lies keen All God's
    Holy Commandments.
I will learn by Catechism.
I will keep the Lord's Day Holy.
I will Reverence God's Sanctuary,
    for our GOD is a consuming Fire.

"Verses"

I in the Burying Place may see
    Graves shorter there than I;
From Death's Arrest no Age is free,
    Young Children too may die;
My God, may such an awful Sight,
    Awakening be to me!
Oh! that by early Grace I might
    For Death prepared be.

"Again"

First in the Morning when thou dost awake,
To God for his Grace thy Petition make,
Some Heavenly Petition use daily to say,
That the God of Heaven may bless thee alway.

"Good Children Must"

Fear God all Day,
Parents obey,
No false thing say,
By no Sin stray,
Love Christ alway,
In Secret Pray,
Mind little Play,
Make no delay,
In doing Good.
Awake, arise, behold thou hast
Thy Life a Leaf, thy Breath a Blast;
At Night lye down prepar'd to have
Thy sleep, thy death, thy bed, thy grave.

"An Alphabet of Lessons for Youth"

A Wise Son makes a glad Father, but a foolish
Son is the heaviness of his Mother.
B Etter is a little with the fear of the Lord, than
great treasure and trouble therewith.
C Ome unto CHRIST all ye that labour and are heavy
laden, and He will give you rest.
D O not the abominable thing which I hate,
sayeth the Lord.
E Xcept a Man be born again, he cannot see the
Kingdom of God.
F Oolishness is bound up in the heart of a Child,
but the rod of Correction shall drive it far from him.
G Rieve not the Holy Spirit.
H Oliness becomes God's House forever.
I T is good for me to draw near unto God.
K Eep thy Heart with all Diligence, for out of it
are the issues of Life.
L Iars shall have their part in the lake which
burns with fire and brimstone.
M Any are the Afflictions of the Righteous,
but the Lord delivers them out of them all.
N Ow is the accepted time, now is the day of salvation.
O Ut of the abundance of the heart the mouth speaketh.
P Ray to thy Father which is in secret, and thy Father
which sees in secret shall reward thee openly.
Q Uit you like Men, be strong, stand all in the Faith.
R Emember thy Creator in the day of thy Youth.
S Alvation belongeth to the Lord
T Rust in God at all times ye people,
pour out your hearts before him.
U Pon the wicked God shall rain an horible Tempest.

EX Hort one another daily while, lest any of you be hardened through the deceitfulness of Sin.
Y Oung Men ye have overcome the wicked one.
Z Eal hath consumed me, because thy enemies have forgotten the words of God

"Choice Sentences"

1. Praying will make thee leave sinning, for sinning will make thee leave praying.
2. Our Weakness and Inabilities break not the bond of our Duties.
3. What we are afraid to speak before Men, we should be afraid to think before God.

7. *POOR RICHARD'S ALMANAC* AND ITS USE IN COLONIAL AMERICA

Introduction:

In this activity, students are given background information on *Poor Richard's Almanac*. They interpret Franklin's proverbs or witticisms and construct an almanac as a class.

Objectives: Students will be able to:

1. Recognize *Poor Richard's Almanac* as a form of literature in colonial America.
2. Read and interpret Franklin's proverbs.
3. Describe the talents of Benjamin Franklin.
4. Organize materials.
5. Work in groups.
6. Demonstrate improved writing skills.

Teaching Time: 4 or 5 class periods.

Materials: Copies of Handouts 7-1 and 7-2; a calendar for the current year; multiple copies (three to five) of *Poor Richard's Almanac* and the *Farmer's Almanac* (copies may be checked out of the school or local library; if necessary, copies of the *Farmer's Almanac* are available at book stores at very low cost); poster or butcher paper, rulers, and markers.

Procedure:

Day 1

1. Give students a background on almanacs and the importance of *Poor Richard's Almanac* in colonial times. Distribute Handout 7-1 for class reading and discuss the format, layout, and contents of *Poor Richard's Almanac*.

2. Ask students if they are familiar with proverbs. As a class, reach a definition of the term. You might also take five minutes to brainstorm a list of familiar proverbs.

3. Distribute copies of Handout 7-2. As a class, interpret some of the proverbs. Then divide students into small groups and have them discuss and write meanings for Franklin's witticisms.

4. Call the class back together and review and discuss the meanings of the proverbs. Relate the proverbs to colonial as well as contemporary times.

Prepared by Bonnie Nelson, Jefferson Parish (Louisiana) Public Schools.

Days 2-4

5. Divide students into 12 groups and assign each group a month of the current year. Provide them with a calendar page for that month. On poster or butcher paper, have each group recreate their calendar month. Direct them to use large squares for each day, so that they will have room to write. Explain that each group will be making an almanac for their month.

6. On the board, make a list of the kinds of things that go into an almanac. Much of this information will come from the earlier class discussion of Poor Richard's and from the Poor Richard's sample page. Your list should include holidays and their significance; tides and weather information; jokes, rhymes, and proverbs.

7. Instruct each group to make an almanac for their month by filling in the calendar with all the appropriate information as outlined on the board. They should fill in all holidays and what these mean; they should make up original proverbs and/or write down a joke for each day of the month. Students should also check the Farmer's Almanac for important weather and seasonal information.

Day 5

8. When groups have completed their task, have each group make a very short presentation to the class by pointing out the two most important or interesting things that they listed on their almanac.

9. Collect work from each group and construct a total class almanac.

10. (Optional) Have students prepare reports on Benjamin Franklin as an inventor, member of the Constitutional Convention, philosopher, or statesman.

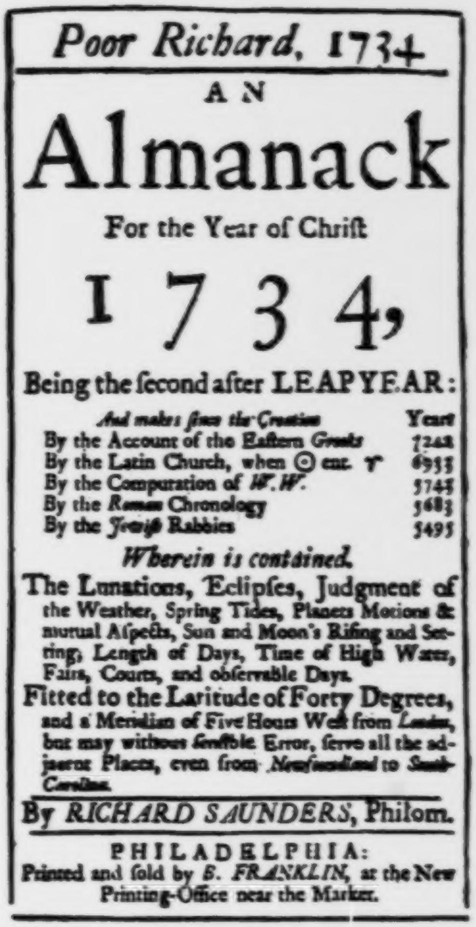
POOR RICHARD'S ALMANAC
SAMPLE PAGE

Introduction:

Poor Richard's Almanac had no rival in popularity among the publications of the American colonies. It reached one in every hundred of the population--thus its importance in colonial America.

Benjamin Franklin first published his almanac in 1732 under the pen name of Richard Saunders. He continued the almanac for 25 years. It provided entertaining and useful "instruction for the common people," according to Franklin's desire.

The almanac contained a calendar, sun and moon tide tables, weather predictions, recipes, jokes, dates of eclipses, and always a humorous preface by Richard Saunders. It also contained the maxims and rhymes that are still quoted today--Franklin's rules of health and "hints for those that would be rich."



Poor Richard, 1734.

AN

Almanack

For the Year of Chriſt

1 7 3 4,

Being the ſecond after LEAPYEAR:

And makes ſince the Creation	Years
By the Account of the Eaſtern *Greeks*	7242
By the Latin Church, when ☉ ent. ♈	6933
By the Computation of *W. W.*	5743
By the *Roman* Chronology	5683
By the *Jewiſh* Rabbies	5495

Wherein is contained.

The Lunations, Eclipſes, Judgment of the Weather, Spring Tides, Planets Motions & mutual Aſpects, Sun and Moon's Riſing and Setting, Length of Days, Time of High Water, Fairs, Courts, and obſervable Days.

Fitted to the Latitude of Forty Degrees, and a Meridian of Five Hours Weſt from *London*, but may without ſenſible Error, ſerve all the adjacent Places, even from *Newfoundland* to *South-Carolina*.

By *RICHARD SAUNDERS*, Philom.

PHILADELPHIA:
Printed and ſold by *B. FRANKLIN*, at the New
Printing-Office near the Market.

Title page of *Poor Richard's Almanac* for 1734

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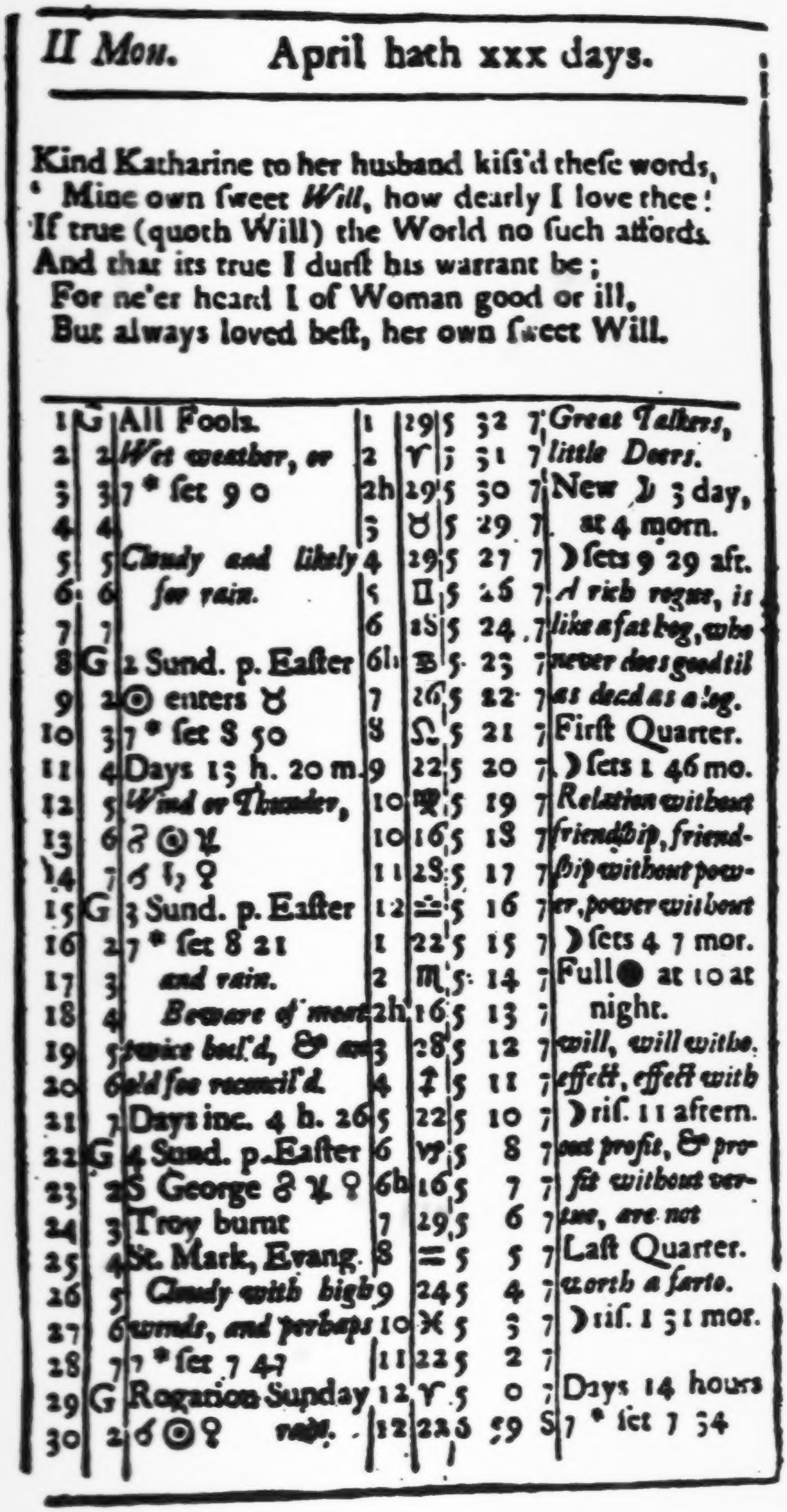

II Mon. April hath xxx days.

Kind Katharine to her husband kiſs'd theſe words,
' Mine own ſweet *Will*, how dearly I love thee!
If true (quoth Will) the World no ſuch affords.
And that its true I durſt his warrant be;
For ne'er heard I of Woman good or ill,
But always loved beſt, her own ſweet Will.

1	G	All Fools.	1	29	5	32	7	*Great Talkers,*
2	2	*Wet weather, or*	2	♈	5	31	7	*little Doers.*
3	3	7 * ſet 9 0	2h	29	5	30	7	New ☽ 3 day,
4	4		3	♉	5	29	7	at 4 morn.
5	5	*Cloudy and likely*	4	29	5	27	7	☽ ſets 9 29 aft.
6	6	*for rain.*	5	♊	5	26	7	*A rich rogue, is*
7	7		6	18	5	24	7	*like a fat hog, who*
8	G	2 Sund. p. Eaſter	6h	♋	5	23	7	*never does good til*
9	2	☉ enters ♉	7	26	5	22	7	*as dead as a log.*
10	3	7 * ſet 8 50	8	♌	5	21	7	Firſt Quarter.
11	4	Days 13 h. 20 m.	9	22	5	20	7	☽ ſets 1 46 mo.
12	5	*Wind or Thunder,*	10	♍	5	19	7	*Relation without*
13	6	☍ ☉ ♃	10	16	5	18	7	*friendſhip, friend-*
14	7	☌ ♄ ♀	11	28	5	17	7	*ſhip without pow-*
15	G	3 Sund. p. Eaſter	12	♎	5	16	7	*er, power without*
16	2	7 * ſet 8 21	1	22	5	15	7	☽ ſets 4 7 mor.
17	3	*and rain.*	2	♏	5	14	7	Full ● at 10 at
18	4	*Beware of meat*	2h	16	5	13	7	night.
19	5	*twice boil'd, & an*	3	28	5	12	7	*will, will witho.*
20	6	*old foe reconcil'd.*	4	♐	5	11	7	*effect, effect with*
21	7	Days inc. 4 h. 26	5	22	5	10	7	☽ riſ. 11 aftern.
22	G	4 Sund. p. Eaſter	6	♑	5	8	7	*out profit, & pro-*
23	2	S George ☍ ♃ ♀	6h	16	5	7	7	*fit without ver-*
24	3	Troy burnt	7	29	5	6	7	*tue, are not*
25	4	St. Mark, Evang.	8	♒	5	5	7	Laſt Quarter.
26	5	*Cloudy with high*	9	24	5	4	7	*worth a farto.*
27	6	*winds, and perhaps*	10	♓	5	3	7	☽ riſ. 1 31 mor.
28	7	7 * ſet 7 47	11	22	5	2	7	
29	G	Rogation Sunday	12	♈	5	0	7	Days 14 hours
30	2	☌ ☉ ♀ *rain.*	12	22	5	59	S	7 * ſet 7 34

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PROVERBS FROM POOR RICHARD'S ALMANAC
by Benjamin Franklin

Visits should be short, like a winter day;
Lest you're too troublesome, hasten away.

Eat to live and not live to eat.

The poor have little, beggars none,
the rich too much, enough not one.

He that lies down with Dogs, shall rise up with fleas.

The Royal Crown cures not the headache.

A fine genius in his own country is like gold in the mine.

Where carcasses are, eagles will gather,
And where good laws are, much people flock thither.

No man e'er was glorious, who was not laborious.

Early to bed and early to rise, makes a
man healthy, wealthy and wise.

God helps those who help themselves.

None preaches better than the ant, and she says nothing.

The excellence of hogs is fatness, of man virtue.

Search others for their virtues, thy self for thy vices.

Hear no ill of a Friend, nor speak of an Enemy.

Well done is twice done.

What you would seem to be, be really.

Tart words make no Friends; a spoonful of honey will catch
more flies than a gallon of vinegar.

Make haste slowly.

No gains without pains.

A slip of the foot you may soon recover;
But a slip of the Tongue you may never get over.

Lost time is never found again.

8. CRAFTS IN COLONIAL AND EARLY NATIONAL AMERICA

Introduction:

It may sound obvious, but life in colonial and early national America was very different from our own. If you have used some of the lessons in this book, your students will already be developing an understanding of some of these differences. This activity carries such understanding even further by focusing on several crafts carried on by Americans in colonial and early national times.

Objectives: Students will be able to:

1. Describe one or more crafts performed by Americans in the colonial and early national periods.

2. Demonstrate first-hand experience in one of these crafts.

3. Compare and contrast artifacts from the colonial and early national period with similar objects in the students' own lives.

Teaching Time: Variable; approximately one week.

Materials:

For Activity A, "Candlemaking," electric burner to melt wax, work tables, deep tin cans (2-pound coffee tins), beeswax or paraffin, wicks or string, small weights (nails), sand or baking soda for fire safety, newspapers to cover work area. (Most craft/hobby shops sell items for use in making candles.)

For Activity B, "Making a Children's Toy," large buttons (2 inches in diameter) or wooden disks with 2 holes drilled in center, string--2 pieces of 2 foot length for each student.

For Activity C, "Making a Pomander Ball," enough oranges, limes, or lemons for each student (students may bring their own fruit from home), 1-pound bag of long-stemmed cloves, ½-pound bag of mixed spices (cinnamon, cloves, ginger, nutmeg, orrisroot); 2-foot lengths of yarn or ribbon for each student.

Procedure:

A: Candlemaking

1. Candles were widely used in colonial and early national America for lighting people's homes. They were usually made at home rather than purchased from candlemakers.

Adapted from lessons by Nate Austin, Cleveland (Ohio) Public Schools, and Karen Karchner and Linda Rogers Pittman, Livingston Parish (Louisiana) Public Schools.

2. Ask students if they know what materials were used to make candles. Candles were made from melted tallow, a refined animal fat. (Americans at this time could not afford to waste anything.) A string, or wick, was repeatedly dipped in the tallow until the desired size of candle was reached. Dipped candles were better than molded candles because they gave off brighter light. However, the candles often gave off heavy soot and smelly, unpleasant fumes, depending on the quality of the tallow.

3. Tell the students that they will be making hand-dipped candles. The procedure for making the candles is outlined below.

a. Break up wax into small pieces and place in one of the coffee tins.

b. Melt wax in double boiler.

c. Cut wicks to size, usually 4 to 6 inches longer than the desired candle length.

d. Tie a nail (or other weight) to one end of the prepared wick.

e. Once wax is melted (keep in the double boiler), hold one end of the wick in your fingers and dip the nail and wick into the melted wax. (Don't let the nail touch the bottom of the can.)

f. Remove wick and nail from melted wax mixture and allow wax to harden for a few minutes. Then repeat dipping.

g. After several (three or four) dippings, cut the nail off the wick with scissors.

h. Continue to dip the candle in the melted wax (again, don't let the candle touch the bottom of the can).

i. When you remove the candle after each dip, allow the wax to harden for 30 seconds in the air; then dip the candle in the coffee can of cold water (which you have previously filled and put off to the side) for another 10 to 15 seconds.

j. When you remove the candle from the cold water, gently dry with a towel or other rag.

k. Repeat this process until the desired size is achieved (most candles require at least 30 dips for good size).

l. Hang candle by the wick from a line (using a clothespin) and allow to harden for at least 12 hours.

Safety: Do not melt wax over an open flame. A double boiler arrangement is the safest way to melt the wax.

Carefully supervise the students as hot wax can cause burns.

B: Making a Children's Toy

1. Introduce these "crafts" by telling students that this was a period in which work was really full-time and quite difficult. Adults were so busy working they had little time for amusements, recreation, or relaxation. Children's lives were also mostly devoted to work, helping their fathers and mothers with a variety of household chores. One reflection of this fact was that children's toys were few in number and very simple. Play time was generally non-existent. (You might want to remind students that video games did not exist during this period!) Humdinger, a simple toy, is an excellent example of the toys of the period.

2. Pass out one button (or wooden disk) and two strings to each student.

3. Direct students to make their own humdinger as follows.

   a. Thread each piece of string through a different hole in the button or disk.

   b. Tie (knot) the ends of the strings.

   c. Slip the knot over the index or middle finger of each hand.

   d. Wind the humdinger up by whirling the disk around until the cord is wound tightly.

   e. Spin the button or disk by alternately pulling hands apart and moving them closer together.

C: Making a Pomander Ball

1. You may want to conduct this activity six weeks or so before Christmas, as pomander balls make nice gifts or stocking stuffers. Balls may be used to scent closets or cupboards.

2. Introduce this craft by explaining that pomander balls (from the French, "pomme d'ambre," or apple of gold) were used in early American homes to give a pleasant fragrance to otherwise stuffy, smoky rooms.

3. Have students make their pomanders by following these steps.

   a. Press cloves by their stems all over the surface of the fruit until the fruit is completely covered. Heads of cloves should touch the fruit stem.

   b. Tie yarn, cord, or ribbon around fruit so it can be hung up.

   c. Place spice mixture in a large bowl and roll pomander in mixture until well-coated.

9. THE ROLE OF BLACKS, NATIVE AMERICANS, AND WOMEN IN THE DEVELOPMENT OF THE UNITED STATES

Introduction:

Through researching a list of names, students discover the roles specific minority groups played in the development of this nation. Students share their research findings with the class through skits.

Objectives: Students will be able to:

1. Discover and relate pertinent facts about a person, chosen from a list of black Americans, Native Americans, and women who lived between 1600 and 1800.

2. Demonstrate improved writing skills by recording this person's contributions to the development of the nation.

3. Express an appreciation for the historical and cultural contributions of several traditionally underrepresented population groups.

4. Express what he/she has learned orally through the creation and presentation of skits.

Teaching Time: 2 or 3 class periods.

Materials: Handout 9-1, cut into individual cards; resource books, including encyclopedias, class texts, and other resources. Some applicable resources include:

Claiborne, Robert, The First Americans (New York: Time-Life Books/ The New York Times, Inc., 1973).

Clyne, Patricia Edwards, Patriots in Petticoats (New York: Dodd, Mead, 1976).

Davis, Burke, Black Heroes of the American Revolution (New York: Harcourt, Brace Jovanovich, 1976).

Ingram, Claire R. and Leonard W., An Album of Women in American History (New York: Franklin Watts, 1972).

Meyer, Edith, Petticoat Patriots of the American Revolution (New York: Vanguard, 1978).

Ouer, Lynn, Indian Chiefs (Minneapolis: Lerner, 1972).

Procedure:

1. Before beginning the activity, gather reference material and place in one central location in the classroom. Duplicate and cut into individual strips Handout 9-1, "Name Cards."

Prepared by Corinne Gaile, Cambridge (Massachusetts) Public Schools.

Day 1

2. To introduce the lesson, explain to students that many people made contributions to the development of this nation, but their names do not always appear in history books.

3. Explain to the class that this is an independent research activity. Tell them that they will be given or will choose a slip of paper on which they will find the name of a black American, Native American, or woman who played an important part in the development of the United States. Tell students that their task is to find out what this person did that warranted his or her place in history. The students' job is to locate the person whose name they have drawn, or been given, and to find out the pertinent facts about that person. Answer questions as they come up.

4. Distribute the name cards. Each student should receive one card. (Depending upon class size, the teacher may add more names and make more cards if desired, or the teacher may assign students to work in pairs.) Have students begin their research, using the resource materials in the classroom and library as needed.

Days 2-3

5. Allow time for completion of research.

6. Upon completion of research, explain to students that they will share what they have learned about their assigned people by preparing short (two- to five-minute) skits or speeches in which they act out the major accomplishments of the people they researched. Allow 10 to 15 minutes for students to prepare.

7. Have students present their skits. Review through class discussion.

8. (Optional) Research findings from this lesson may be recorded and compiled to form a bulletin board entitled "Contributors to the Founding of This Nation: Blacks, Native Americans, Women." Research findings can be recorded in a variety of forms--through pictures, collages, essays, etc.

LIST OF NAMES

NATIVE AMERICANS

- Pocahontas (also a woman)
- Massasoit
- Tecumseh
- Sequoya
- Sacajawea (also a woman)

BLACKS

- Crispus Attucks
- Phillis Wheatley (also a woman)
- Peter Salem
- Benjamin Banneker
- Jean Baptiste Point du Sable
- Annie Christmas (also a woman)
- Price Estabrook
- James Beckwourth

WOMEN

- Eliza Lucas Pinckney
- Anne Hutchinson
- Mary Dyer
- Abigail Adams
- Anna Catherine Green
- Penelope Barker
- Mary Hays
- Margaret Corbin
- Deborah Sampson
- Sybil Ludington
- Martha Washington
- Mary Murray
- Catherine Schuyler

10. ABIGAIL ADAMS AND PHILLIS WHEATLEY

Introduction:

This lesson may be used as an extension to Activity 9, "The Role of Blacks, Native Americans, and Women," or as a separate activity. Students use a variety of primary and secondary resources to compare the lives and lifestyles of two colonial women. Information about these women is then presented through student-created role plays.

Objectives: Students will be able to:

1. Use a variety of primary and secondary source materials to compile information.

2. Combine information and impressions from a variety of sources.

3. Create role plays depicting the lives of two important American women.

Teaching Time: 3 to 4 class periods.

Materials: Secure a copy of the following materials:

1. Herbert J. Bass, America and Americans. Volume 1 (Morristown, NJ: Silver Burdett Co., 1983). This text contains brief accounts of the lives of Adams and Wheatley, which should be reproduced for class members.

2. Miriam Fuller, Phillis Wheatley: America's First Black Poetess (Easton, MD: Garrard Publishing Co., 1971). Classroom sets optional.

3. Janet Payne Whitney, Abigail Adams (Westport, CT: Greenwood Press, 1947). Classroom sets optional.

4. Poems written by Phillis Wheatley. Possible sources: Phillis Wheatley and her Writings (NY: Garland Publishing, 1983); Life and Works of Phillis Wheatley (Salem, NY: Ayer Company, 1916); and Phillis Wheatley: Poems and Letter (Salem, NY: Ayer Company, 1915).

5. The letters of Abigail Adams to her husband John. Possible sources: The Book of Abigail and John: Selected Letters of the Adams Family (Cambridge, MA: Harvard University Press, 1975); and New Letters of Abigail Adams (Westport, CT: Greenwood Press, 1947).

Prepared by Corrine Gaile, Cambridge (Massachusetts) Public Schools.

Procedure:

Day 1

1. If multiple copies of the biographies of Adams and Wheatley are available, assign half the class to read one, the other half to read the other. If multiple copies are not available, duplicate selected pages of your choice from each book (20 to 30 pages each) and assign these readings to the class as homework.

2. As a class, read the brief account of Abigail Adams, duplicated from America and Americans, and discuss the following:

a. What was happening in the colonies during Abigail's youth?

b. How did Abigail feel about the rights and treatment of women in the American colonies?

c. How did Abigail manage while her husband was away taking care of colonial affairs? What were her feelings?

Day 2

3. As a class, read the brief account of Phillis Wheatley's life, duplicated from America and Americans, and discuss the following:

a. How was Phillis's life different from that of other blacks at this time?

b. Why didn't Phillis show concern for the slavery issue in her writing?

c. Why is Phillis Wheatley an important poet?

4. Read and discuss poems by Phillis Wheatley.

5. Read and discuss Abigail Adams' letters to her husband.

Day 3

6. By this time the students should have completed the biographies on Abigail Adams and Phillis Wheatley. A general discussion should be held to help students synthesize what they have read thus far. Some questions dealing with both women, who lived in Boston at about the same time, could be:

a. Who was responsible for the education of Abigail Adams? Phillis Wheatley?

b. Approximately what educational level did each woman reach?

c. What influence did education have on each woman's accomplishments in life?

7. When the above steps have been completed, divide the class into groups of two to four students (depending on class size). Working in these small groups, students will prepare a script that would be a conversation between Abigail Adams and Phyllis Wheatley, meeting for the first time on a street in downtown Boston.

Day 4

8. Have each group role play the meeting of these two women.

9. Debrief the role plays by discussing what the two women had in common (background, education, concerns, values, etc.) and in what ways they differed. How were these similarities and differences brought out in the different role plays?

11. THE DECLARATION OF INDEPENDENCE

Introduction:

In this activity, students analyze and interpret a primary source document, the Declaration of Independence. They apply what they have learned by writing a newspaper story describing the Declaration and the significance of its signing.

Objectives: Students will be able to:

1. Recognize and use primary source materials.

2. Analyze and interpret the Declaration of Independence.

3. Demonstrate understanding of this document through a newspaper writing activity.

4. Recognize the parts of a newspaper article (Five W's).

5. Show enhanced written communication skills.

Teaching Time: 1 or 2 class periods.

Materials: Copies of the Declaration of Independence. These may be reproduced from any U.S. history text.

Procedure:

1. Introduce students to the standard Five W format of newspaper articles (who, what, when, where, why). Write the five W's on the chalkboard for later reference. If a class set of newspapers is available, have students practice recognizing the five W's in one or two news articles. (Alternately, one to two articles might be reproduced and distributed to class members for this practice.)

2. Distribute a copy of the Declaration of Independence to each student. Read through the document together, discussing the major parts of the document and their meaning:

   a. Statement of purpose.

   b. Statement of freedom.

   c. Listing of King George III's tyrannical practices.

   d. Statement of attempts to reconcile with England.

   e. Declaration that we must be free.

Based on an activity by Karen Fox, Barbara Berry, Elaine Lopez, and Helen Kattelman, Hazelwood School District (Florissant, Missouri).

3. Refer to the five W's on the chalkboard. As a class or in small groups, have students answer the five W's for the Declaration of Independence.

Day 2

4. Direct each student or each group to write a newspaper article about the Declaration of Independence, using an introductory paragraph featuring the five W's.

5. (Optional) As an extension, have each student write his or her own Declaration of Independence from school or family. Direct students to follow the same structure as the real Declaration of Independence; that is, the student declarations should have a statement of purpose, a list of complaints, a statement of attempts to reconcile with school/family, and a summative declaration of freedom.

12. BLACK PATRIOTS IN THE AMERICAN WAR FOR INDEPENDENCE

Introduction:

Although most black American were slaves at the time of the Revolutionary War, many contributed to the achievement of independence. In this activity, students learn about black patriots' participation in the war effort and conduct research to gain more information on the subject.

Objectives: Students will be able to:

1. Define the role and contributions of black patriots in the American War for Independence.

2. Assess and analyze factors that influenced black patriots' decisions to participate in the war.

3. Develop skills of discussion, reading, interpreting, organizing, and writing.

Teaching Time: 4 or 5 class periods.

Materials: Copies of Handout 12-1 for all students; library resources.

Procedure:

Day 1

1. Through class discussion, ask students why they think a slave might want to help in the fight to gain independence for the American colonies. What would he have hoped to gain? Why might a black man choose to fight for the colonies when England had expressed its willingness to grant blacks in the colonies their freedom? Make a list of student comments and hypotheses on the chalkboard.

2. Tell students they are going to research the lives of some black patriots in order to test their hypotheses and gain a clearer understanding of some black people's reasons for helping the colonies. Assign or let students choose a name from the list of black patriots on Handout 12-1.

3. Go over the desired content of the reports as listed on the handout. Each report should include birth and childhood experiences, whether the person was born free or slave, adult experiences, contribution to the war effort, and factors that may have influenced decisions to participate.

Day 2-3

4. Spend one or two days in the school library, as needed.

Developed by Lynne Godfrey-Phillips, Cambridge (Massachusetts) Public Schools.

Days 4-5

5. Have students share their information on black patriots by preparing oral presentations or visual presentations that can be displayed on the bulletin board. The visual presentation might take the form of a class mural with scenes from America's War of Independence that feature black patriots.

6. (Optional) Some students might enjoy doing research on the number of slaves that joined forces with the British. Students could stage a debate on the question of joining the colonies or England in the Revolutionary War.

7. (Optional) Students could create a card game using biography cards. On oak tag or heavy paper, have students make sets of five cards for each black patriot: a card for childhood, born free or slave, adult experience, contribution to the war, and factors influencing decision. The game could then be played like "Go Fish."

Handout 12-1 1 of 1

BLACK PATRIOTS IN THE AMERICAN WAR FOR INDEPENDENCE

Choose one of the following people and prepare a report on this man's life leading up to and including his participation in the American Revolution. Your report must include:

1. Birth and childhood experiences
2. Whether the person was born free or slave
3. Adult experiences
4. Contribution to the war effort
5. Factors that may have influenced decisions to participate in the war.

James Amstead

Crispus Attucks

Primas Black

Epherman Blackman

Pomp Blackman

Titus Coburn

Caesar Dickerson

Prince Estabrook

Pomp Fiske

Prince Hall

Cuff Hayes

Lemuel Haynes

Cato Howe

Lambert Lathem

Brazillai Lew

Pompey

Salem Poor

Peter Salem

Caesar Weatherbee

Prince Whipple

Cato Wood

13. ARTICLES OF CONFEDERATION VERSUS CONSTITUTION

Introduction:

The Articles of Confederation written in 1777 proved to be an unworkable document. Among its weaknesses was the fact that Congress lacked the power of taxation. As a result, the country was unable to pay war debts or the ordinary expenditures necessary to run the government. Shays' Rebellion showed that a government strong enough to maintain order at home and protect Americans' rights abroad was needed. The Constitution, written in 1787, remedied this and other supposed defects. In this activity, students compare the two documents.

Objectives: Students will be able to:

1. Compare and contrast the Articles of Confederation and the Constitution.

2. Show comparisons between these two documents in chart form.

Teaching Time: 1 class period.

Materials: Copies of Handouts 13-1 and 13-2 for each student; copies of the Constitution, available in most U.S. history texts.

Procedure:

1. Distribute Handout 13-1 and explain that it tells the major provisions of the Articles of Confederation. Read and discuss the handout with students.

2. Use copies of the Constitution to acquaint students with the organization of the Constitution (by Articles and Sections).

3. Distribute Handout 13-2. Students will note how the government changed from the time of the Articles of Confederation to the Constitution by looking at specific Articles and Sections as listed in the final column of the chart. You may want to work through the first one with the class. That is, have students locate Article 1, Section 1, to compare the number of houses in the legislature and fill in the information in the Constitution column of their worksheet.

4. Continue to guide students, where necessary, through completion of the chart.

Prepared by Karen Fox, Barbara Berry, Elaine Lopez, and Helen Kattelman, Hazelwood School District (Florissant, Missouri).

THE ARTICLES OF CONFEDERATION

Article 1 The former thirteen colonies controlled by Great Britain along the east coast of America north of Florida and south of Canada shall henceforth be called The United States of America.

Article 2 The states retain their complete independence in every power and right not mentioned in this document as granted to the confederation central government.

Article 3 Each state promises to help the others in case of attack and to avoid warfare between each other to settle disputes.

Article 5 Each state shall have one equal vote. Each state delegation shall consist of from two to seven members elected by their states to meet the first Monday in November each year.

Article 6 The Congress and not the states individually shall make treaties.

Every state must maintain a militia.

Only Congress and not the states individually can declare war.

Article 8 Defense costs shall be paid by the states according to a formula based on their total land worth as determined by Congress. The Congress has no authority to collect the tax revenue, only to request it from the state legislatures.

Article 9 Only the Congress can develop a diplomatic corps.

The Congress shall be the final judge in disputes between one or more states.

The U.S. Congress shall have the right to coin money and issue paper currency, just like the states. It shall also have the right to issue regulations concerning trade between the states and foreign countries, but has no power to enforce compliance with its regulations. That will be left up to the state legislatures.

This edited and condensed version of The Articles of Confederation was developed by Steve O'Brien, Hamilton-Wenham (Massachusetts) Regional School District.

There shall be no chief executive or court system created by the Congress. Instead, committees will take turns administering the needs of the nation, and the states will run court systems.

No important measure can be passed by the legislature unless nine states vote in approval of it.

Article 13 No amendments or changes can be made to the Articles of Confederation unless the legislatures in every state unanimously agree with it.

Handout 13-2

COMPARISON CHART

SUBJECT	ARTICLES OF CONFEDERATION	CONSTITUTION	CONSTITUTIONAL REFERENCE
Legislature	One Congress		Article 1, Section 1
	Delegates to Congress appointed by state annually		Article 1, Section 2 (House)
	One vote per state		Article 1, Section 3 (Senate) Amendment 17
Executive	Delegates chose a national leader.		Article 3, Section 1
Taxes	Only states could levy taxes. If Congress wanted money, it had to requisition it from states.		Article 1, Section 8
Army	States had militia. There was no national army.		Article 1, Section 8
Commerce	Regulation of Commerce fully reserved to the states.		Article 3, Section 1

14. THREE BRANCHES OF GOVERNMENT

Introduction:

Intermediate-grade students often have difficulty understanding the differences among the branches of government: the legislative, executive, and judicial. To introduce these branches to students, a comparison is made to a baseball game, which is familiar to most students.

Objectives: Students will be able to:

1. Identify the branches of the national government.

2. Compare the three branches of government and a baseball game.

Teaching Time: 1 class period.

Materials: Text discussion of U.S. governmental structure; picture of a baseball game (optional); Handout 14-1 for all students (optional).

Procedure:

1. Read and discuss appropriate pages in the text.

2. If possible, display a picture of a baseball game. With or without the picture, identify all the participants in the game and their functions in that game.

3. Ask students to think of ways that the three branches of government might be compared to players in a baseball game. Guide students to the conclusion that:

   a. Umpire = Judicial

   b. Manager = President

   c. Teams = Legislative

Write these conclusions on the chalkboard.

4. Read the following situations to the students and have them decide which branch of government and/or baseball participant(s) would handle the problem.

   a. Who chooses the captain and co-captain of the team? (Answer - team) What is a similar situation in the government?

Prepared by Karen Fox, Barbara Berry, Elaine Lopez, and Helen Kattelman, Hazelwood School District (Florissant, Missouri).

b. George Brett hits a home run. The opposing team protests that the bat has pine tar above the designated level. Who makes the decision to allow the home run or not? (Answer - umpire) Describe a similar situation in the national government.

c. A player is late for practice for five days in a row. Who decides whether to fine the player? (Answer - manager) Can you think of a similar situation in government?

5. Further situations may be made up by the teacher.

6. When students seem clear about the duties and responsibilities, assign Handout 14-1 as homework (optional).

WHICH BRANCH?

Judicial

I. A. Name: ____________________

B. Main Duty: ______________

____

C. Other Duties: __________

____

____

____

____

____

____

Executive

II. A. Name: ___________________

B. Main Duty: ______________

____

C. Other Duties: __________

____

____

____

____

____

____

Legislative

III. A. Name: __________

B. Main Duty: ______

____

C. Other Duties: ___

____

____

____

____

____

____

Decide which branch of government has the major responsibility for handling the following situations. Place a check mark in the correct column.

SITUATION	Executive	Judicial	Legislative
Who would be responsible...			
1. When a parent sues because their child is required to say a prayer in public school?			
2. For passing a law providing money for free and reduced lunches for students?			
3. For calling out the National Guard when state prisoners riot?			
4. For giving a State of the Union speech?			
5. For giving women the right to vote?			
6. For making roller rinks supply safety headgear for children 14 and under?			
7. For proposing a budget to Congress?			
8. For sending soldiers to protect black students when the schools were integrated in Little Rock?			
9. For selecting the mule as an official animal for Missouri?			
10. When Missouri sues South Dakota over diversion of the Missouri River?			
11. For giving teachers in Missouri the right to spank pupils for disobeying reasonable school rules?			

15. CHILDREN'S BILL OF RIGHTS

Introduction:

Students construct a Children's Bill of Rights based upon elements of the Bill of Rights to the Constitution.

Objectives: Students will be able to:

1. Explain the Bill of Rights and the principles behind that document.

2. Identify and evaluate basic rights and responsibilities for children.

Teaching Time: 1 or 2 class periods.

Materials: A copy of the Bill of Rights for each student (U.S. history texts contain this document); copies of Handout 15-1 for all students.

Procedure:

1. Give each student a copy of the Bill of Rights or direct them to the page where the document appears in their text. Read the Bill of Rights and discuss each of the ten rights.

2. Discuss how the Bill of Rights specifies the freedoms guaranteed to all U.S. citizens. Discuss the responsibilities that come with those rights (e.g., to vote, to be informed, to participate, to follow good rules and work to change bad ones, to serve on juries).

3. Either as a whole class or in small groups, develop a "Children's Bill of Rights" or "Students' Bill of Rights" that can be displayed in the classroom or in the school building. Through class discussion, determine what rights children have and what responsibilities go with these.

4. Distribute Handout 15-1 and have students compare the rights they designated with those designated by the United Nations for children all over the world.

5. (Optional) Play a guessing game in which the teacher or students describe a situation and the class identifies which of the ten Bill of Rights apply and whether it would permit or prevent this situation.

Prepared by Karen Fox, Barbara Berry, Elaine Lopez, and Helen Kattelman, Hazelwood School District (Florissant, Missouri).

DECLARATION OF THE RIGHTS OF THE CHILD

1. The child shall enjoy all the rights set forth in this Declaration. All children, without any exception whatsoever, shall be entitled to these rights without distinction or discrimination on account of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family.

2. The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose the best interests of the child shall be the paramount consideration.

3. The child shall be entitled from his birth to a name and a nationality.

4. The child shall enjoy the benefits of social security. He shall be entitled to grow and develop in health; to this end special care and protection shall be provided both to him and to his mother, including adequate prenatal and post-natal care. The child shall have the right to adequate nutrition, housing, recreation and medical services.

5. The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his particular condition.

6. The child, for the full and harmonious development of his personality, needs love and understanding. He shall, wherever possible, grow up in the care and under the responsibility of his parents, and in any case in an atmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother. Society and the public authorities shall have the duty to extend particular care to children without a family and to those without adequate means of support. Payment of State and other assistance towards the maintenance of children of large families is desirable.

7. The child is entitled to receive education, which shall be free and compulsory at least in the elementary stages. He shall be given an education which will promote his general culture, and enable him on a basis of equal opportunity to develop his abilities, his individual judgement, and his sense of moral and social responsibility, and to become a useful member of society.

   The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the first place with his parents.

The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and the public authorities shall endeavour to promote the enjoyment of this right.

8. The child shall in all circumstances be among the first to receive protection and relief.

9. The child shall be protected against all forms of neglect, cruelty and exploitation. He shall not be the subject of traffic, in any form. The child shall not be admitted to employment before an appropriate minimum age; he shall in no case be caused or permitted to engage in any occupation or employment which would prejudice his health or education, or interfere with his physical, mental or moral development.

10. The child shall be protected from practices which may foster racial, religious and any other form of discrimination. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood and in full consciousness that his energy and talents should be devoted to the service of his fellow man.

16. DEAR DIARY: NEW ENGLAND DAILY LIFE IN THE 1820S

Introduction:

In this activity, students look at primary source material to gain an understanding of the daily lives and responsibilities of men and women during the new republic period. Through a reading and analysis assignment and an interview, they compare jobs and responsibilities of contemporary Americans with those of Americans from an earlier period, drawing conclusions as to changes in lifestyles and reasons for these changes.

Objectives: Students will be able to:

1. Analyze primary source material.

2. Classify typical 19th-century American tasks and responsibilities as male or female and hypothesize concerning the reasons for these classifications.

3. Compare lifestyles of two time periods and draw conclusions about change.

4. Demonstrate oral communication and writing skills through an interview exercise.

Teaching Time: 2 class periods.

Materials: Copies of Handouts 16-1 and 16-2 for half the class; copies of Handout 16-3 for all students.

Procedures:

Day 1

1. Introduce the activity by explaining that the class is going to look at the daily lives of two typical Americans, a man and a woman, of the early 1800s. Ask students to hypothesize about what kinds of things each would do in an average day. You might make a list of their answers on the board. Tell students that what you are really looking for in this activity are two things: the number and variety of tasks performed by men and women in the early 1800s, and whether these things have changed over time.

2. Distribute necessary handouts. You may choose to distribute Moses' diary just to boys, and Samantha's just to girls, or vice versa. Or they may be distributed randomly.

Based on a lesson by Jeanne Kish and Karen Tryda, Cleveland (Ohio) Public Schools.

3. Go through the Diary Analysis Sheet to clarify the assignment and have students complete in class. Assign the parent interview and writing exercise for homework. Provide plentiful assistance as students are reading the diaries and completing the analysis sheets.

Day 2

4. Through class discussion, have students talk about their parent interviews and how they perceived Samantha's and Moses' lives to be in the 20th century. What big changes did they notice in male and female roles, in number and types of tasks performed in an average day, etc.

5. You may want to focus on other aspects of the diary readings in class discussion. Questions to guide discussion might be:

a. What tasks were assigned to men? to women?

b. Why were some roles given to men and some other roles to women?

c. Why was Samantha Barrett an exception to the role of a woman on an 1820s farm in New England?

d. What was the major method of economic exchange used by Samantha Barrett and Moses Porter?

e. What were the main sources of income for Samantha and Moses?

f. How could you show that Samantha and Moses both had a wide range of responsibilities?

g. What jobs performed on the farm would have normally been performed by a man? by a woman?

h. Why was Samantha an exception to the job tasks normally performed by a woman in the 1820s?

i. Did Samantha and Moses mix business with their social activities? Why do you think this might have happened?

j. Why would Samantha and Moses keep diaries?

DIARY OF MOSES PORTER

Moses Porter was a farmer who lived in Danvers, Massachusetts. In the year 1824, when this diary was written, Porter was 30 years old. In his diary he records events on his father's farm, on which he worked, and discusses his courtship with Fanny Giddings.

1824

January 5 Mr. Wyatt came between 9 & 10 and we got thro' with the butchering very comfortable. He ate dinner. I paid him, he brot in the large hog for us & then went home.

6 While I was miling this morning, Uncle David came up here and said that old Mrs. Baker was dead & to be buried this afternoon, funeral set at 10. Sir and I made some mortar & laid a new hearth in the front East room today.

7 Sir cut up the pork today. I cut & split wood at the door & went over to Eben Wilkins' to see if he had done my thin boots which I carried over there some days since, found he had not got back yet from Middleton or somewhere else. Zadock said he would mend them for me on the morrow if Eben did not return soon enough.

8 Went to market, carried 1 bushel of long red potatoes, 1 pk. apples & the harsletts, sold the milk at 5 cents per q. as usual, potatoes at 2f to 40 cets. pr. b., apples 20 cts., harsletts /9 to 1/, met with a tolerable good market. Got back about sunset, went over to Eben's again; he has not returned yet, neither has Zadock done my boots.

11 Sunday Wrote some & read some of the N. England Farmers, found them interesting.

16 I tended the cattle, hauled the remainder of the logs out of the pasture & cut them all up. Sir went over to Eben Wilkins' shop to mend his boots & brought home mine that Zadock had mended. Sophia T. staid here thro' the day & at night I carried her home, spent a few minutes there, then went into Mr. Putnam's, had a short interview with Fanny after the folks went to bed, but was too much interupted by Charles (who was not well) to stay long.

17 Went to market, sold eggs for 25 cts. pr. doz. Carried a good lot of Salt Beef to Mrs. Farrington, which Aunt Sally sent her. Went to Mrs. Millett's & didn't get home till after dark.

26 Snowed most of the day, and in the evening made some ax handles.

February 7 Mr. Abbot wanting me to go to market with him, I accordingly went. Sold a keg full of milk for Uncle A.P. We stopped there going down and took out Uncle B's things, except a cheese & Gammon of Bacon, which he desired me to leave at Mrs. Farrington's. I found a market for many of Mr. Abbot's things. He sold the greater part of his butter at 14 cents pr. lb., Sausages at 8 cents. Cheese principally at 7 do., his pork at $33.45 cts.

22 Sunday Washington's birthday. Hail, snow, sleet and rain alternately all day. Intended to have gone to meeting but could not owing to the weather. Could not even go to see Fanny in the eve as I wished, without great inconvenience.

23 Went into the swamp, hauled what wood we could, found it excellent working there. Mother went over to Mr. Seth Richardson's & in the eve Sir went after her, whilst I made a visit at another place. Found my dear girl ill, but however she spent the most interesting evening with me perhaps that she ever has, the most important as to its future consequence to us both, left there rather late, but got home well.

25 Went to Mill with the sleigh. Bot 2 quarts of Rum, 17 cents, stopped at Uncle Z.P.'s. Aunt sent her compliments to Mother, wanted her to come down there next Thursday & the Girls & myself Friday evening. Sir engaged Mr. Richardson to help us on the morrow.

27 Mr. Richardson charged 1/6 for what he worked. Went down to Mr. Howe's and had the oxen's shoes, new set, 8 of them 48 cents. Sir had one of his great toes badly bruised by a log falling on it.

March 9 Delightful morn. I cut wood & heard the first sparrow singing, heard Mr. Wallis' turkeys gobbling & saw a redheaded woodpecker, heard blue-jays. In the eve, went over to see Fanny, found Mary T. gone. Found Mr. Evans there, but he went away in good season.

10 Destroyed a great meny caterpillar eggs. Went over to Mr. Endicott's to talk with him about exchanging the Island for his front lot, but hadn't any chance.

11 I went to the sale of the old widow Baker's things at Public Vendue, it began at 9 A.M., but not till after 2 P.M. was there a considerable assemblage. Things generally sold high as they are apt to at Country Vendues. I bot the old flaxcomb for 80 cents, also the best part of the pewter ware, bot 6 dinner Plates, 3 Plates & a very large Bason, the whole amounting to 2 Dollars 66 Cents.

12 Cut some of the black cherry trees on the Island. Went over & settled with Mr. Woodberry for what I bot there yesterday & brought home the dishes. Paid him 3 Dollars 46 Cents.

14 Went to meeting P.M. After meeting accompanied Adrian up to his uncle's. Fanny was not at meeting, but found her there, took tea there & tarried awhile with her but being considerably interrupted by Charles. I did not think it worth while to stay long.

22 Went into the swamp & got a load of the old hay. Went to market, things sold tolerable well. I found Isaac Waldron after searching some time for him. Talked with him about coming here to work this year.

23 We hauled stones and laid them near where we expect to have the log's house.

27 Found the market very dull for everything.

30 P.M. went to Mr. Dale's Vendue and found him very much disturbed. Sir did not stay there long. I bot a rake for 24 cents, the rocking Churn, 2.30, the original cost 3.00, and a milk pail, 50 cents. I intended to have bot the large Cheese tub, but suffered Joel Wilkins to take it off my hands at 2 Dollars. It was a very nice one of the Shaker's make.

31 Set off for Ebenr. Goodhue's Vendue.

April 12 Sir and I reckoned accounts as far as we could ascertain them, not having the blacksmith's bill yet. As accounts stand I am indebted 54 dollars 43 cents.

14 In the evening went over to see Fanny once more, not having been able to go there for some time, found her well and pleasant as usual, carried her 3 Tortoise shell combs for her to take one.

18 Sunday in the evening went over to see Fanny, found Augustus rather troublesome in consequence of his mother's weaning him.

20 Mr. Thompson, the tin Pedlar, left soon after breakfast. He come last night just as we set down to supper, but as we were going to meeting we couldn't wait on him so he had to put his horse up himself. At the meeting, Sir was chosen Moderator and I was Chosen Clerk, took my oath & proceeded to the duties thereof.

May 5 Mr. Ellis and I hauled stones from down by the Rea meadow thill near tea time.

11 William Ives told me that he expected to be married on the morrow & invited me to come & visit him in the evening. I went over to consult Fanny about it, but she tho't it not best, so concluded not to go.

13 Last night lent Thomas Bradstreet my gun.

18 Sir had Mr. Elias' oxen today.

31 At night we went over to Bishop's meadow & shut the gate to see if we could stop water enough to wash the sheep.

June 1 Sir went over to the Sluice but found there was not water enough there to wash the sheep, so we concluded to shear them without. I borrowed Mr. Goodhue's shears & Mr. Ellis & I took one of the carpenter's benches into the barn. The nine sheep yeilded 41 lbs. of clean wool. Wm. worked on the road today with Mr. Richardson. He began the highway work yesterday on his own road.

11 We laid out the ground for the hog pen, mowed the grass and dug the ground. Sir went over to Mr. Seth's to see if he would come & build it.

20 Sunday Mr. Streeter preached in the Schoolhouse today twice. I went to hear him. In the evening went over to consult Fanny about taking the office I had been elected to.

21 We all went to hewing timber.

24 Dull and wet. We made out to get the hog house ready to raise.

25 Mr. Seth come over & Alfred also to help us and we put the building up before 9 without any essential difficulty. We would employ the remainder of the day in putting in floor timbers.

26 Mr. Ellis set out before sunrise & I started soon after. Went and bought 500 refuse pine boards at $10 per M. of G.H. Smith, helped load them & got Mr. Ellis started with them then went over in the South Fields, called at C. Brown's.

July 5 This being the day intended for the Celebration of Independence & I having agreed to carry Fanny down to Salem to witness the same, Mr. Ellis and William thinking of going also, we turned out early. Sir took it into his head, to be affronted about it & was not willing to let me have the Chaise, so I had to go down to the Plains after one.

October 16 Went to market to see if I could not promise some of my cider. Sold Mrs. Roach one barrel of cider, another to Dr. Prince, half a barrel to Mrs. Hill and 10 gallons to Mrs. Watson. Mr. O. has laid part of the shop floor with the plank that I bot. Mr. E. trimmed the cask that I brought home, put some hoops on to some of them. I shifted the wheels & began to load.

30 Went to market. Found the turnips dull sale, but finally got rid of them all by taking a pair of old shoes for them & the last of the Beets.

November 8 I went to picking over the Cider apples & putting them into the cart. Sir thought it best to go to digging potatoes and because I wouldn't, he got so affronted that he went to bed before breakfast, did nothing more all day. William went to Salem to work for Mr. Batchelder where he worked some last week, but he returned tonight not liking the business.

PORTER FAMILY

Residence:	Danvers, Massachusetts		
Husband:	Jonathan	b. 5/1/1763	
Wife:	Lydia	b. 3/30/1762	d. 10/30/1838
Married:	2/5/1789		
Children:	Cynthia	b. 10/24/1789	
	Lydia	b. 8/13/1791	d. 3/19/1804
	Moses	b. 5/2/1794	
	Sarah	b. 12/24/1797	
	William	b. 2/18/1806	

DIARY OF SAMANTHA BARRETT

Samantha Barrett was a 40-year-old woman living with her 81-year-old mother, Susanna, and her older sister, Zeloda. They lived on and ran an 85-acre farm in New Hartford, Connecticut.

1828

May 1 Pleasant and warm - making soap - Mr Hamlin calld - PM Loda visited Mrs Cowles - Leister came after some milk - evening read about the Greeks

3 Clouday - some rain - Loda carried four pounds ½ of butter to the store, one shilling a pound - thunder shower - raind hard - Mr Tyler, Mr Butler, Mr A Loomis, Mr Lyman - Cornelia cleared of worm - Roman and William came home - heard from Grove - evening - raind hard

6 Clouday - went to Mr Masons to borrow a trap - Abijah plowd our garden - fixd some fence - took down our hog pen - got out some manure - cut off our old cows tail - Mr Barnes workd in our garden - I went to Mr Butlers on an errand - Capt G Henderson had a barn raised - evening thundered and lightened and raind hard

10 Plesant - warped and got in a piece - Loda planted peas and beans in the garden - Capt H calld to get some squash seeds - Mr. Munson did a job for us. Eveline came from Mr Loomis, staid all night.

13 Clouday - Mother and Loda rode out - I went to the store, carried nine ½ pounds butter, nine pence per pound - bought one pound tea - had our horse shod - wove - Mr B calld - few drops of rain - a trunk pedler calld - put up some fence - evening Mrs Holcomb gone to John Hendersons wedding - I sat up till she came home 11 oclock.

15 Raind - carried Mrs Barnes bonnet home, gave her some port - went to Mr Hunts, he gave me a order of ten shillings - visited the poor families - wove - Abijah, Mr Munson calld - evening visited Mrs H-

18 Sabbath - Clouday - Loda and myself attended meeting - Mr Yale preached - classed the scholars for sabbath school - Mrs Ruth Henderson, Mrs Sarah Lord, Delia Cook asked for a letter of dismission from this church - meeting Thursday evening at the center school house -

20 Plesant - washd - Abijah plowing potatoes ground - lost one of our sheep - Mr Hamlin calld - sold Mr Munson one of our calves for three dollars, eight weeks old - E L came to make a visit, staid all night corner stone laid to NE meeting house.

Reprinted with permission from the Connecticut Historical Society.

June 2 Plesant - wove some - Alonson Spence calld wishing to by our lambs - PM Mrs Barnes made us a visit - evening Mr. Hamlin calld, sold him four pounds twelve ounces pork, paid 33 cents cash - wedding at Mr. Marsh - began to make cheese

5 Clouday, very - growing time - washd and cleand our floors - Mr Barnes pold part of our peas - PM thunder shower - rain hard - A trunk pedler calld - Huldah and Loda traded with him - Roman started for Boston - sent a letter to Grove

6 Very warm weather - Mr Woodruf sheared our sheep and Mr Steel sheard Groves - borrowed some tar to Mr Munsons to mark our sheep - finished weaving Mrs Segars piece, nine yards - PM Mrs Wheeler and Laura Steel visited here - lent Laura my 3 to reed - evening constant visiter calld

7 Plesant - finished picking wool - Levi cut wood for us, paid him in pork and bread. Mr. Hamlin mended my shoes, price twenty cents - evening hard thunder shower -

11 In the morning clouday - rode to the carding machine - had my wool carded, eight pounds - Mother visited sister Loomis - spun fifteen knots - Loda went after mother - PM calld

17 Clouday and very warm - Mr Barnes cut poles and pold our beans - let him have one gallon cider, some pork and cheese - Loda rode to Calvins - showers of rain -

July 2 Plesant - finished spinning my wool, had 21 knots - washed it out - PM Mrs Holcomb and myself rode to ward lot - salted our creatures - drank tea at Capt Hendersons with the Widow Ruth and she that was Manerva Mather - evening Elmina Clark Nelson and Mr Hamlin here - sat up till most eleven

3 Very warm - Mrs Dowd very poor - spoold and warpd piece - Nath calld - PM Emeline made us a short visit - fixing for independence - went with her as far as Mr Munsons - raind - Abijah borrowed some grain of us, carried it to mill - evening Lucia Clee

8 Clouday part of the day - turned and raked hay - Mr Hamlin helped - got in two loads - Grove helped - drove our heifers to wardlot - drove our sheep home - paid Mr Hamlin in pork - raind - evening a hard thunder shower with sharp lightening - Mr Dowd staid all night

11 Raind very hard - Mr Butler calld - Mr Hamlin came for his pay for work - let him have four pounds seven of pork, three pounds butter, three of cheese - got in Mr Benhams piece - went to Mr Barnes on an errand - sun shind very warm - PM Major Johnson calld - raind - Loda rode to Mr Rogers

16 Clouday and rainey - finished weaving Mr Benhams piece, fifteen yards - Nath set a trap in our orcheard to cetch a wood chuck - PM Mr Cowles calld, let him have a quart of brandy to pay for making open shed

21 Very warm - Mr Gird came after Groves lambs, came before four, bought eleven, paid twelve dollars 37 cents - Loda rode to the carding mill, got our wool carded, returned half after eight -

31 In the morning a very hard thunder shower - lightened very sharp - clear of pleasant - Loda and myself rode to Canton, bought at Mygots one fance handkerchief, 6-9, sold two pairs of socks, four shillings - one pair thread stockings

August 15 Plesant, cool wind - wove - Nath calld - I began to cross plow - PM Margaret and the babe visited here - Mrs Holcomb a while - Mrs H. Loda and myself visited at Mr Butlers, found him sick

22 Warm weather - wove six yards and quild my quils - PM made Mrs Barnes a short visit, drank tea - evening made Mrs Holcomb a visit - Mr Hamlin there

26 To hot weather to work - wove some - cooked a wood chuck - Jason here - Grove and Jason drove red

October 2 In the morning raind - cleard of, plesant - wove - a great cattle show at Harwington, about seven hundred yoke - Mrs Steel brought me a blanket to weave - evening helped Mrs Holcomb husk

3 Plesant - wove nine yards - Mr Steel brought us some wood - Emeline came here to spin, spun two runs - paid our taxes to Henry Seymour, 5 dollars 64 cents - evening Loda and myself helped Mrs H husk - had Mr H company

10 Clouday - wove - Grove calld - Mr More and Lucian Henderson wishing to by beef chestnut - evening braided a foot mat -

11 Clouday - Loda and myself rode to Canton - sold my flannel for two and nine pence per yard - sold thirteen pair of socks, one and nine pence per pair - bought two gallons molasses, two pounds shugar, one set of knives and forks, five and six pence, two broms, some fish and one yard of mull -- raind - Cornelia went home -

22 Warm as summer - Let Mr Hamlin have three pounds pork - Had three mackeril and some money - Mr H eat breakfast, cut us some wood - Loda went to the store and to Mr Yales, got some corn -

31 Warm and plesant - wove - Mother made bread out of our new grain - evening - Loda visited Mrs Munson - I spoold Mrs Steels piece

November 11 Very warm - Abijah cut and salted our pork - let Mr Root have eighteen pounds for a pig - Mr Ballard and Aunt T and Eveline made a short visit - Lydia Rogers brought my shoes home - PM attended the monthly meeting on ministers - carried Mr Yale, a stranger, Mr Reach a piece of fresh pork - ministers preached Clark, Marsh, Pierce and two more - clouday - evening churned

13 Plesant - went to Mrs Woodruffs - spoold and warped Mrs Goodwins piece - Mr Rogers brought us a load of wood - Made us a pig pen, banked our house - let him have some pork - Mr Hotchkis mended our flue - I went to Mr Roots and got a pig - Zachariah Spencer warned us to do a highway tax - evening Mrs Holcomb and myself went to Mr Hamlins, had his company back

17 Snowd, cold - wove nine yards - a trunk pedler calld - traded nine cents - Grove got us some wood - Julia Cowles calld - evening Grove helped cut sassage meat - staid all night - began to stable our creatures - frose in the house

19 Snowd hard - Loda rode to the store - got some pepper and spice, carried some butter to pay for them - wove out Mr Goodwins piece, 27-½ yards - filled our sassage, 45 pounds - evening Mrs H and myself went to Mr Rogers

24 Plesant and warm - washd - see a flock of wild geese - Mrs Holcomb let me have two bushels of corn to pay for an ox halve and knitting her stockins - evening knit

26 Plesant - finished Mrs Jeromes piece - Grove dressed a pig for Mrs Holcomb - Henry Seymour had a child burned today - Mr and Mrs Barnes here - evening clouday - baked our chickens pies

December 4 Warm - wove - sold Mr Smith four hundred and five pounds cheese for twenty four dollars thirty cents - Mr Hotckis came to do our chimney, took it down - traded with a trunk pedler, bought a pair of clasps to put on my cloak, gave nine pence

24 Another plesant day - carded some tow for candle wicks - knit - Loda went to Mr Hamlins - visited at Mr Loomis - Lucia calld - evening Loda watchd with Mrs Dowd

26 Plesant and warmer - made ten pounds of candles - bought one quart osters of Mr Cleveland, 16 cents - evening knit - stad with Mrs H

30 Morning plesant - Loda and myself attended Mrs Dowds funeral - Mr Yale preached - Mrs Dowd aged 38 - wind very high when we came home and continues - evening Edward Seymour brought potatoes enough to balance my account with him - I went with Huldah to Mr Masons - visited their - wind very high and very cold --

1829

January 2 Clouday - knit - Mr Barnes calld - Mrs Boot the mother of another son - Mr A Spencer and wife calld again - PM I attended the preparatory lecter Mr Yale Preached - snow very hard - very cold - evening knit - very cold night

4 Snowd - weather some warmer - evening Mrs Holcomb Mr H calld again, sold him 25 cents worth of butter, gave him some bread and milk

11 Plesant but cold - staid from meeting on account of slipry going - a traviling man calld to warm, staid untill Monday - Mr Marsh preachd - Mr N Kelloggs babe died Saturday night -

23 Plesant and warm - Knit - PM I attended a meeting for prayer and to chose a new Deacon - made choice of Capt Cook - Horace Kellogg had seven votes and Selah Woodruff six - Mr Yale made two prayers, Deacon Goodwin one, Deacon Adams one and Capt Marsh some conversation respecting the low state of the church

29 Snowd - Abijah calld going to mill - Celestia calld with a subscription paper to get money to by Mr Yale some cloth, Loda and myself signed 25 cents - PM plesant - Hulday Barnes visited here - evening knit -

BARRETT FAMILY

Residence:	New Hartford, Connecticut		
Husband:	William	b. 1743	d. 12/3/1821
Wife:	Susanna	b. 9/20/1747	d. 10/1/1831
Married:	1/3/1781		

Children:	Margaret	b. 6/9/1783	m. 2/22/1807 Abijah Loomis
	Calvin	b. 8/24/1785	
	Zeloda	b. 1786	d. 2/8/1836
	Samantha	b. 1788	d. 10/29/1830
	Ann	b. 1/1792	d. 11/1792

DIARY ANALYSIS SHEET

1. Fold a blank sheet of paper to make three columns.

2. Go through the diary you have been assigned and, in the first column of your paper, make a list of all the chores/jobs that Moses or Samantha did.

3. Go through each job you have listed and, in the second column of the sheet, write down male or female, depending on who you think would do the same or similar tasks on an American farm today. You may write "both" if you think that is the most appropriate answer.

4. In the third column of your sheet, write down why you think this job would be done by a man or woman and why it may have changed or not changed in the past 160 years.

5. Divide a second sheet of paper into two columns. Go through the diary again, making a list of all the jobs or services that Moses or Samantha asked or paid someone else to do.

6. Now go through the list of Moses or Samantha's tasks and write on sheet 2, column 2 all the jobs that Moses and Samantha did that you think would be done by a hired hand or some other outside worker on a farm today.

7. For homework, interview your mother or your father to find out what one or the other does in a typical week. Ask them to try and remember everything they do from the time they get up until they go to bed. Record the information they give you.

Using the information your parent has given you, write an imaginary diary for Moses or Samantha as a man or woman in the 1980s.

17. EVERYDAY SLAVE LIFE IN THE EARLY NATIONAL PERIOD

Introduction:

It is recommended that this activity be used in conjunction with Activity 16. In this activity, students read excerpts from original source documents on the daily lives of slaves in the southern United States. They read about work, family life, education, the threat of "being sold down the river," and other aspects of slave life. Through class discussion, students synthesize and react to the information they have read. Students then compare and contrast the lives of slaves with the lives of the free white people the students got to know in Activity 16.

Objectives: Students will be able to:

1. Interpret a series of original sources about the daily lives of slaves.

2. Imagine the problems, hardships, and concerns of slaves.

3. Compare and contrast the daily lives of free whites with those of black slaves.

4. Construct a written report.

Teaching Time: 2 class periods.

Materials: Copies of Handouts 17-1, 17-2, 17-3, 17-4, and 17-5 for class members. All handouts contain short primary source readings. They may all be used together or selected ones may be read.

Procedure:

Day 1

1. Distribute copies of the handouts to students. You may choose to use all the readings or select among them. Alternately, you may want to distribute different readings to different class members or groups, so that students will bring different information and perspectives to the later discussion.

2. Give students class time to read several of the excerpts and to write down their reactions to the information they read.

3. In round-robin fashion, students should share their descriptions and reactions with the rest of the class. Discuss with the group the kinds of reactions the students had to the readings.

Based on a lesson by Lynne Godfrey-Phillips, Cambridge (Massachusetts) Public Schools.

Day 2

4. Ask students to review what they learned in Activity 16 about the lives of free white farmers in the 1820s in the United States. Have students write down their feelings about the possible dichotomies they see in the lives of the free whites in contrast to those of the enslaved blacks.

This writing exercise might take the form of letters to the editor or letters to the President of the United States. Students might also write letters from the point of view of one of the characters whom students have now come to know.

As an alternative to written work, have students draw pictures that contrast the two ways of life.

5. Be certain to point out to students that these are only several examples of life during the early 19th century. Encourage students to talk about and find out what life might have been like for others living during this time. Some recommended resources are:

Blassingame, John, ed., Slave Testimony: Two Centuries of Letters, Speeches, Interviews, and Autobiographies (Baton Rouge, LA: Louisiana State University Press, 1977).

Lerner, Gerda, ed., Black Women in White America: A Documentary History (St. Paul, MN: Vintage Books Co., 1972). All the readings used in this lesson were excerpted from this publication.

Mullin, Michael, ed., American Negro Slavery (New York: Harper and Row, 1976).

Rose, Willie Lee, ed., A Documentary History of Slavery in America (New York: Oxford University Press, 1976).

Scott, Donald, and Bernard Wishy, eds., America's Families: A Documentary History (New York: Harper and Row, 1982).

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DAILY LIFE OF PLANTATION SLAVES

> They worked, in a manner of speaking, from can to can't, from the time they could see until the time they couldn't.
>
> Abbie Lindsay, ex-slave from Louisiana.

In the latter part of August begins the cotton picking season. At this time each slave is presented with a sack....each one is also presented with a large basket that will hold about two barrels. This is to put the cotton in when the sack is filled....

When a new hand...is sent for the first time into the field, he is whipped up smartly, and made for that day to pick as fast as he can possibly. At night it is weighed, so that his capability in cotton picking is known. He must bring in the same weight each night following. If it falls short, it is considered evidence that he has been laggard, and a greater or less number of lashes is the penalty....

The hands are required to be in the cotton fields as soon as it is light in the morning, and, with the exception of ten or fifteen minutes, which is given them at noon to swallow their allowance of cold bacon, they are not permitted to be a moment idle until it is too dark to see....

The day's work over in the field, the baskets are "toted"...to the gin-house, where the cotton is weighed....A slave never approaches the gin-house with his basket of cotton but with fear. If it falls short in weight...he knows that he must suffer. And if he has exceeded it by ten or twenty pounds, in all probability his master will measure the next day's task, accordingly....After weighing, follow the whippings; and then the baskets are carried to the cotton house, and their contents stored away like hay, all hands being sent in to tramp it down....

This done, the labor of the day is not yet ended, by any means. Each one must then attend to his respective chores. One feeds the mules, another the swine--another cuts the wood, and so forth....Finally, at a late hour, they reach the quarters, sleepy and overcome with the long day's toil. Then a fire must be kindled in the cabin, the corn ground in the small hand-mill, and supper, and dinner for the next day in the field, prepared. All that is allowed them is corn and bacon, which is given out at the corncrib and smokehouse every Sunday morning. Each one receives, as his weekly allowance, three and a half pounds of bacon, and corn enough to make a peck of meal. That is all....

Reprinted with permission from Gerda Lerner, ed., Black Women in White America: A Documentary History (St Paul, MN: Vintage Books, 1972), pp. 15-16. Originally appeared in Solomon Northup, Narrative of Solomon Northup, Twelve Years a Slave.... (Auburn, NY: Derby and Miller, 1853), pp. 165-169.

The same fear of punishment with which [the slaves] approach the gin-house, possesses them again on lying down to get a snatch of rest. It is the fear of oversleeping in the morning. Such an offence would certainly be attended with not less than twenty lashes. With a prayer that he may be on his feet and wide awake at the first sound of the horn, he sinks to his slumbers nightly.

A MOTHER IS SOLD AWAY FROM HER CHILDREN

I remained in Williams' slave pen about two weeks. The night previous to my departure a woman was brought in, weeping bitterly, and leading by the hand a little child. They were Randall's mother and half-sister. On meeting them he was overjoyed, clinging to her dress, kissing the child. [Randall is a lad of about ten.]

Emily, the child, was seven or eight years old, of light complexion, and with a face of admirable beauty....The woman also was arrayed in silk, with rings upon her fingers, and golden ornaments suspended from her ears. Her air and manners, the correctness and propriety of her language--all showed, evidently, that she had sometime stood above the common level of a slave....Her name was Eliza, and this was the story of her life, as she afterwards related it.

She was the slave of Elisha Berry, a rich man, living in the neighborhood of Washington. Years before he had...quarreled with his wife. In fact, soon after Randall was born, they separated. Leaving his wife and daughter in the house they had always occupied, he erected a new one near by, on the estate. Into this house he brought Eliza; and, on condition of her living with him, she and her children were to be emancipated. She resided with him there nine years, with servants to attend upon her, and provided with every comfort and luxury of life. Emily was his child....At length, for some cause beyond Berry's control, a division of his property was made. She and her children fell to the share of Mr. Brooks [Berry's son-in-law]. During the nine years she had lived with Berry...she and Emily had become the object of Mrs. Berry's and her daughter's hatred and dislike....

The day she was led into the pen, Brooks had brought her from the estate into the city, under pretence that the time had come when her free papers were to be executed, in fulfillment of her master's promise. Elated at the prospect of immediate liberty, she decked herself and little Emmy in their best apparel, and accompanied him with a joyful heart. On their arrival in the city...she was delivered to the trader Burch. The paper that was executed was a bill of sale. The hope of years was blasted in a moment....

A planter of Baton Rouge...purchased Randall....All the time the trade was going on, Eliza was crying aloud, and wringing her hands. She besought the man not to buy him, unless he also bought herself and Emily. She promised, in that case, to be the most faithful slave that ever lived....Freeman turned round to her, savagely, with his whip in his uplifted hand, ordering her stop her noise, or he would flog her. He would not have such work--such snivelling; and unless she ceased that

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Reprinted with permission from Gerda Lerner, ed., Black Women in White America: A Documentary History (St. Paul, MN: Vintage Books, 1972), pp. 10-12. Originally appeared in Solomon Northup, Narrative of Solomon Northup, Twelve Years a Slave.... (Auburn, NY: Derby and Miller, 1853), pp. 50-53, 81-82, 84-88.

minute, he would take her to the yard and give her a hundred lashes.... She kept on begging and beseeching them, most piteously, not to separate the three....But it was of no avail....The bargain was agreed upon, and Randall must go alone....

What has become of the lad, God knows....I would have cried myself if I had dared....

At length, one day...Freeman ordered us to our places, in the great room. A gentleman was waiting for us as we entered. After some further inspection...he finally offered Freeman one thousand dollars for me, nine hundred for Harry, and seven hundred for Eliza....As soon as Eliza heard it she was in agony again. By this time she had become haggard and hollow-eyed with sickness and with sorrow....She broke from her place in the line of women, and rushing down where Emily was standing, caught her in her arms....Freeman sternly ordered her to be quiet, but she did not heed him. He caught her by the arm and pulled her rudely, but she only clung closer to the child. Then, with a volley of great oaths, he struck her such a heartless blow, that she staggered backward..."Mercy, mercy, master!" she cried, falling on her knees: "Please, master, buy Emily. I can never work any if she is taken from me; I will die."

Finally...the purchaser of Eliza stepped forward, evidently affected, and said to Freeman he would buy Emily, and asked him what her price was....

But to this human proposal Freeman was entirely deaf. He would not sell her then on any account whatever. There were heaps and piles of money to be made of her, he said, when she was a few years older. There were men enough in New Orleans who would give five thousand dollars for such an extra, handsome, fancy piece as Emily would be....No, no, he would not sell her then....

When Eliza heard Freeman's determination not to part with Emily, she became absolutely frantic....We waited some time, when, finally, Freeman out of patience, tore Emily from her mother by main force....

"Don't leave me, mama--don't leave me," screamed the child, as its mother was pushed harshly forward....But she cried in vain. Out of the door and into the street we were quickly hurried. Still we could hear her calling to her mother, "Come back--don't leave me..." until her infant voice grew faint and still more faint...and finally was wholly lost.

THE SLAVE'S GARDEN PLOT

On every plantation with which I ever had any acquaintance the people are allowed to make patches, as they are called--that is gardens, in some remote and unprofitable part of the estate, generally in the woods, in which they plant corn, potatoes, pumpkins, melons, etc. for themselves. These patches they must cultivate on Sunday, or let them go uncultivated.

Reprinted with permission from Gerda Lerner, ed., Black Women in White America: A Documentary History (St. Paul, MN: Vintage Books, 1972), p. 18. Originally appeared in Charles Ball, Slavery in the United States: A Narrative of the Life and Adventures of Charles Ball, a Black Man (Lewistown, PA: J.W. Shugert, 1836), p. 166.

Handout 17-5

A SEAMSTRESS IS PUNISHED

A handsome mulatto woman, about 18 or 20 years of age, whose independent spirit could not brook the degradation of slavery, was in the habit of running away; for this offence she had been repeatedly sent by her master and mistress to be whipped by the keeper of the Charleston workhouse. This had been done with such inhuman severity, as to lacerate her back in a most shocking manner; a finger could not be laid between the cuts. But the love of liberty was too strong to be annihilated by torture; and, as a last resort, she was shipped at several different times, and kept a close prisoner. A heavy iron collar, with three prongs projecting from it, was placed round her neck, and a strong and sound front tooth was extracted, to serve as a mark to describe her, in case of escape.

Her sufferings at this time were agonizing; she could lie in no position but on her back, which was sore from scourgings, as I can testify from personal inspection, and her only place of rest was the floor, on a blanket. These outrages were committed in a family where the mistress daily read the scriptures, and assembled her children for family worship. She was accounted, and was really, so far as alms-giving was concerned, a charitable woman, and tender-hearted to the poor; and yet this suffering slave, who was the seamstress of the family was continually in her presence, sitting in her chamber to sew, or engaged in her other household work, with her lacerated and bleeding back, her mutilated mouth, and heavy iron collar without, so far as appeared, exciting any feelings of compassion.

Reprinted with permission from Gerda Lerner, ed., Black Women in White America: A Documentary History (St Paul, MN: Vintage Books, 1972), pp. 18-19. Originally appeared in American Slavery As It Is: Testimony of a Thousand Witnesses (New York: American Anti-Slavery Society, 1839).

18. USING FOLK SONGS TO TEACH ABOUT SLAVERY

Introduction:

Having elementary children sing folk songs from the slavery period is one way to help them understand and feel the inhumanity, anguish, and bitterness engendered by this institution. In this activity, students read background information on slavery by Frederick Douglass and then examine and sing three slave spirituals. The activity is an excellent follow-up to Activity 17.

Objectives: Students will be able to:

1. Recognize aspects of everyday life of black slaves in the antebellum south.

2. Describe the lives of slaves and imagine how blacks felt about slavery.

3. Appreciate the role of artforms, in this case music, in expressing people's hopes, needs, concerns, and values.

Teaching Time: 1 class period.

Materials: Copies of Handouts 18-1 and 18-2 for all students.

Procedure:

1. Introduce the idea of songs as a way of expressing human feeling. Ask students to name a song that makes them feel happy or sad. Have students talk about how songs elicit their emotions and about what information they can learn from songs.

2. Explain that songs and music played a very important role in the lives of black slaves in the United States. Have students speculate about why songs might have been so important to the slaves. What might they expect slave songs to be about?

3. Distribute copies of Handout 18-1, "The Meaning of Songs as Told by an Ex-Slave," and read and discuss it with the class.

4. Distribute copies of Handout 18-2 and lead children in the singing of these songs.

5. Have students brainstorm a list of adjectives to describe the feeling of these songs: happy, sad, hopeful, depressed, optimistic, etc. Have students think about the feeling evoked by the music and the actual words as they brainstorm.

Based on a lesson by Lucille Layton, Norwalk (Connecticut) Public Schools.

6. As a debriefing exercise, have students go around the room telling what theme they would write about if they had to write a song about their lives. Alternately, have each student write a brief essay about a song that is very important or meaningful to them.

Teacher Background Information:

Music played an important role in the lives of American slaves. Their songs and music contributed greatly to forms of American music.

Slave traders often used music and forced dancing as a means of exercising slaves cooped up in Coastal African barracoons or brought to the deck from the steamy holds of slave ships. Occasionally even African musical instruments were taken aboard the ships to provide a beat for the involuntary dances.

Very little is known about slave music in the mainland colonies in the 17th and early 18th centuries. There may have been a few surviving African intruments or, more likely, American-made replicas.

The slaves sang to pass the time and set a rhythm for certain repetitive tasks like rowing or pounding a pestle. For the first century after 1619, there were so few Africans, and they were so intermixed with white indentured servants, that much subtle, unconscious interchange of musical styles and songs probably occurred. Perhaps it was during this period that numerous slaves adapted the European fiddle to their own purpose. They learned many traditional English ballads and lively folk dances. This enabled black musicians to perform at white dances, parties, and weddings.

Whites recognized the importance of music to the blacks and seldom interfered with slaves' singing or making music. Horns and drums were usually outlawed because they could conceivably be used to send messages about a planned slave uprising, but less "harmful" black music was accepted. Planters realized that contented slaves were less troublesome and more productive. They would not object if singing and musical entertainment in the slave quarters helped relieve the tensions and fatigue of the workday.

The majority of songs that have survived are spirituals. The spiritual meant far more to the slaves than the name implies. Spirituals were not only devotional songs for church and other solemn occasions. Spirituals were also sung as laments, work songs in the fields and mills, rowing or hauling songs, war songs, lullabies, and the sacred dance known as the "shout" and funeral dirges. Spirituals were sung with endless variations of style and tempo depending on the occasion.

Background information prepared by Marie Lofgren, San Juan (California) Unified Schools. Based on John B. Boles, Black Southerners 1619-1869 (Lexington, KY: University of Kentucky Press, 1984).

Slaves had a larger repertoire of song types than many "proper" observers noted, in part because slaves themselves apparently censored what they let whites hear. From at least the 18th century on, there had been secular slave songs with lyrics that were sarcastic, satiric (often directed at their masters), and even bawdy. Work songs varied with the occupation; the tempo and lyric were appropriate to the occasion. Boating songs, for example, had a slow, regular beat to which the oars were dipped, while the songs performed when shucking corn were frollicking and secular, probably because of the good times always associated with the harvest event.

Music is a superb social medicine, soothing tired muscles and raw nerves, driving away for a moment resentments and frustrations. Slave mothers, like all other mothers, sang songs to soothe their babies. When the blacks were not allowed to use drums, they tapped sticks together or against the door jamb, clicked spoons and bones, tapped their feet or clapped their hands together against their thighs or shoulders ("Patting juba") in time with music.

Every neighborhood seemed to have one accomplished black fiddler who was appreciated as much by the white community as by the black. They were in great demand to play at balls and parties held by the plantation owner, and no dance or corn husking was held without the slave musicians. The slave instrumentalists contracted to play at balls, weddings, socials, and barn dances for a fee, which they usually divided with their master.

Most of the slave music was communal and improvised. There was little solo singing. The group sang together, sometimes in response to a leader who lined out the verses (particularly when the song was a white-influenced religious song) and other times singing the chorus after verses sung by the leader. Group singing was one way that the black community merged, with the individual drawn into identification with the group.

It is difficult to explain the exact manner in which folk musical styles blend with each other and enter the musical mainstream. The rhythmic complexity associated with Africa, along with the banjo and various rhythm instruments like the tambourine, became a part of the larger culture's musical tradition. Hand clapping in accompaniment to music may well have been a slave contribution, and fast-stepping dances like the jig probably represented an adaptation of African styles. The cakewalk of the slave may have been a caricature of more sedate, aristocratic white dances.

Additional resources for slave songs are: John Anthony Scott, ed., The Ballad of America: The History of the United States in Song and Story (Carbondale, IL: Southern Illinois University Press, 1983); and Dana J. Epstein, Sinful Tunes and Spirituals: Black Folk Music to the Civil War (Urbana, IL: University of Illinois Press, 1977).

THE MEANING OF SONGS AS TOLD BY AN EX-SLAVE

Frederick Douglass was born a slave in Maryland about 1818. He made his escape to New England in 1838. His Narrative, published in 1845, is one of the classics of the story of slavery as told by slaves themselves.

"I did not, when a slave, understand the deep meaning of those rude and apparently incoherent songs. I was myself within the circle; so that I neither saw nor heard as those without might see and hear. They told a tale of woe which was then altogether beyond my feeble comprehension; they were tones loud, long, and deep; they breathed the prayer and complaint of souls boiling over with the bitterest anguish. Every tone was a testimony against slavery, and a prayer to God for deliverance from chains. The hearing of those wild notes always depressed my spirit, and filled me with ineffable sadness. I have frequently found myself in tears while hearing them. The mere recurrence to those songs, even now, afflicts me; and while I am writing these lines an expression of feeling has already found its way down my cheek. To those songs I trace my first glimmering conception of the dehumanizing character of slavery. I can never get rid of that conception."

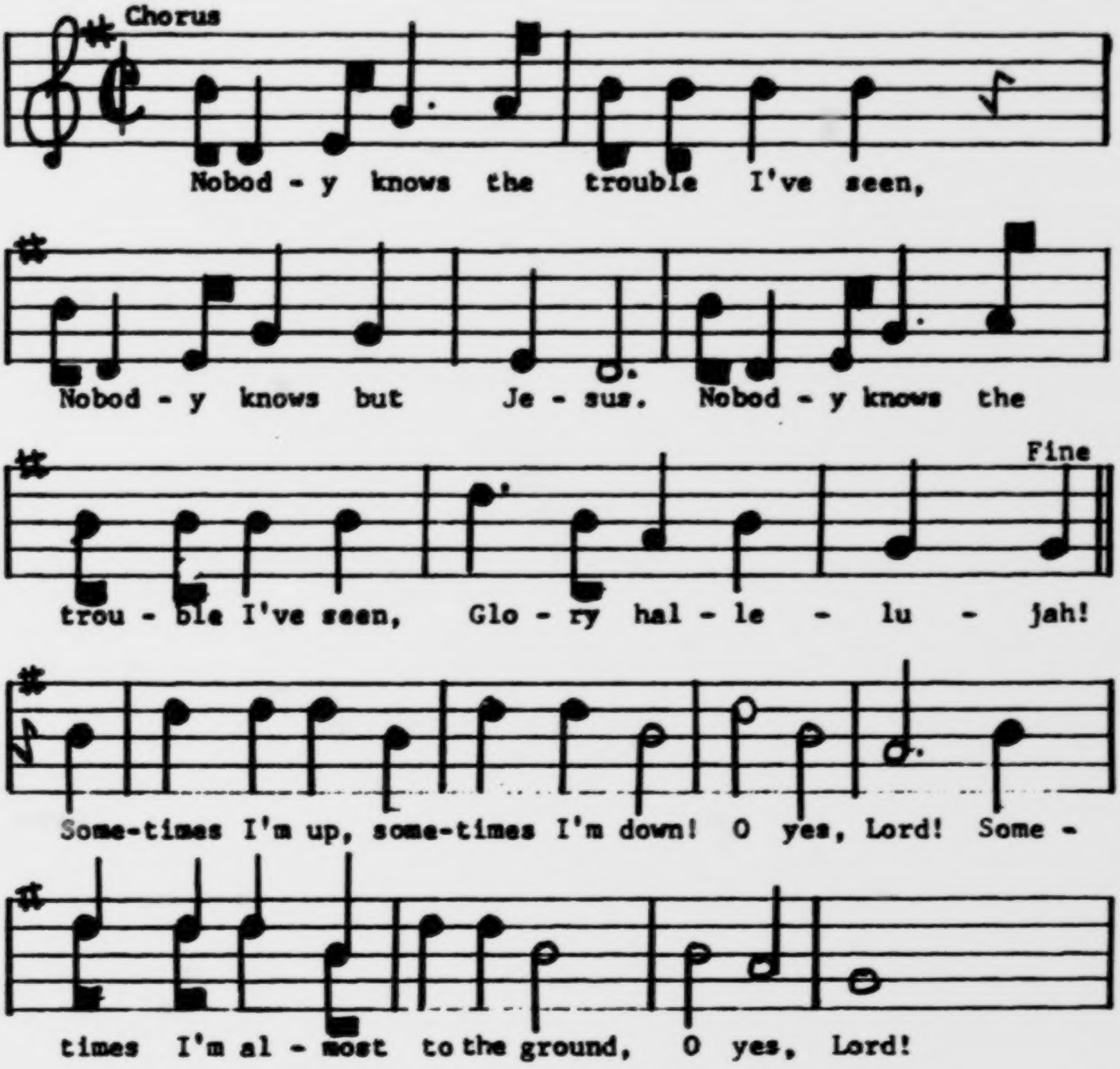
"Those songs still follow me, to deepen my hatred of slavery, and quicken my sympathy for my brethren in bonds."

"I have been utterly astonished, since I came to the north, to find persons who could speak of the singing among slaves, as evidence of their contentment and happiness. It is impossible to conceive of a greater mistake. Slaves sing most when they are most unhappy. The songs of the slave represent the sorrows of his heart; and he is relieved by them, only as an aching heart is relieved by its tears. At least, such is my experience. I have often sung to drown my sorrow, but seldom to express my happiness. Crying for joy, and singing for joy, were alike uncommon to me while in the jaws of slavery."

Frederick Douglass
Narrative

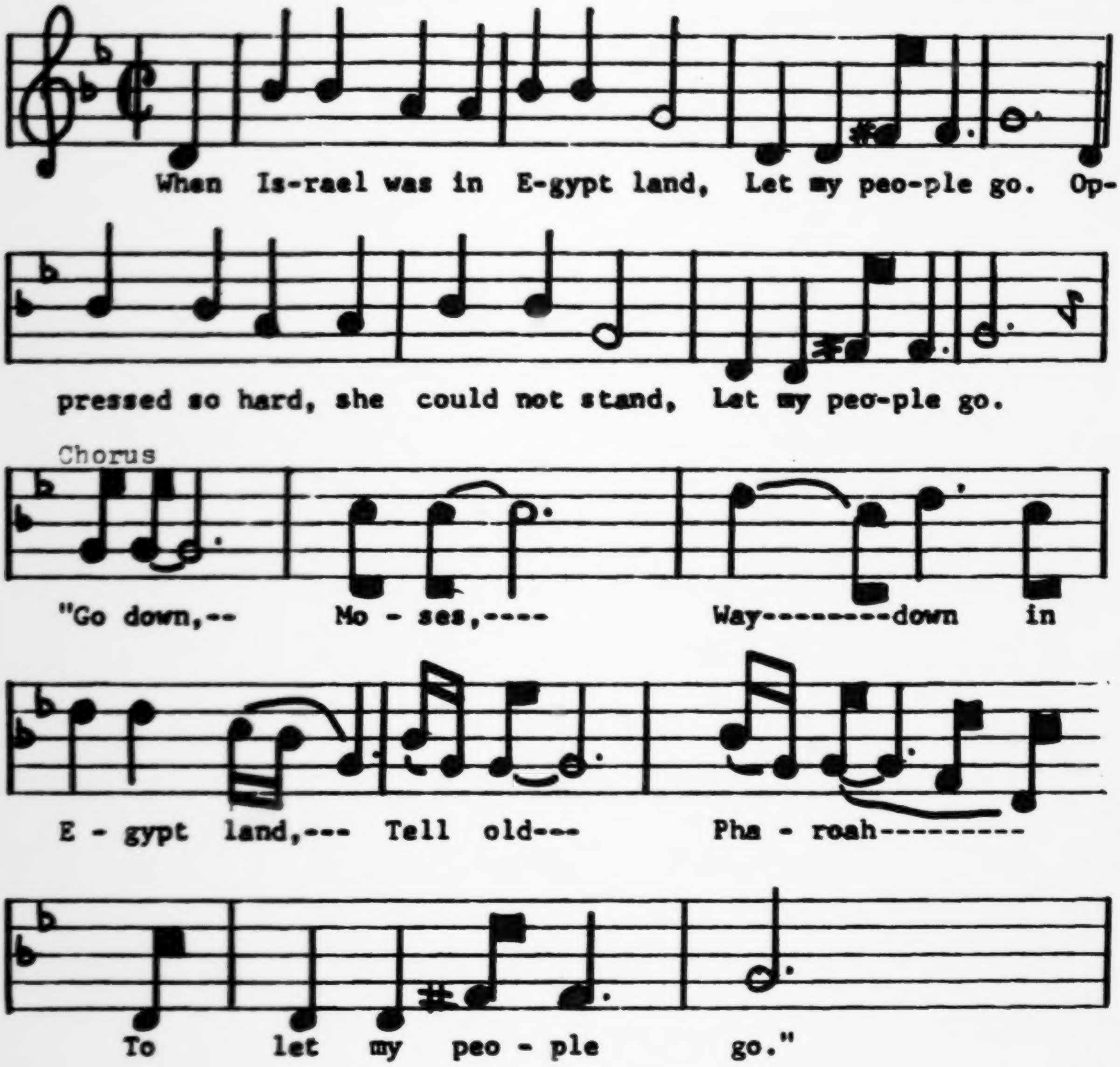
SONGS OF SLAVERY

Nobody Knows the Trouble I've Seen


Chorus
Nobod - y knows the trouble I've seen,
Nobod - y knows but Je - sus. Nobod - y knows the
Fine
trou - ble I've seen, Glo - ry hal - le - lu - jah!
Some-times I'm up, some-times I'm down! O yes, Lord! Some -
times I'm al - most to the ground, O yes, Lord!

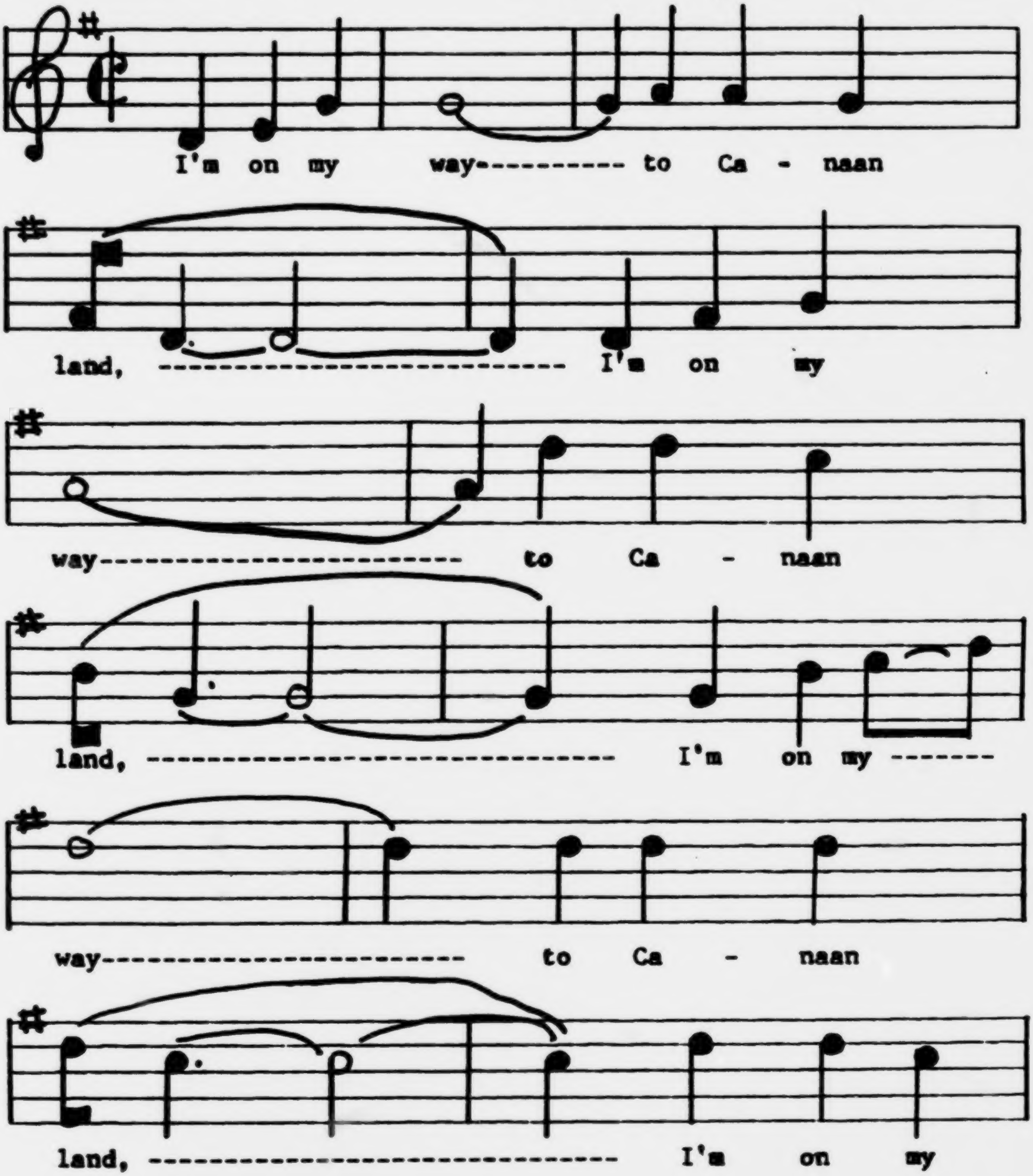
2. What makes old Satan hate me so? O yes, Lord!
Because he got me once, but he let me go; O yes, Lord!

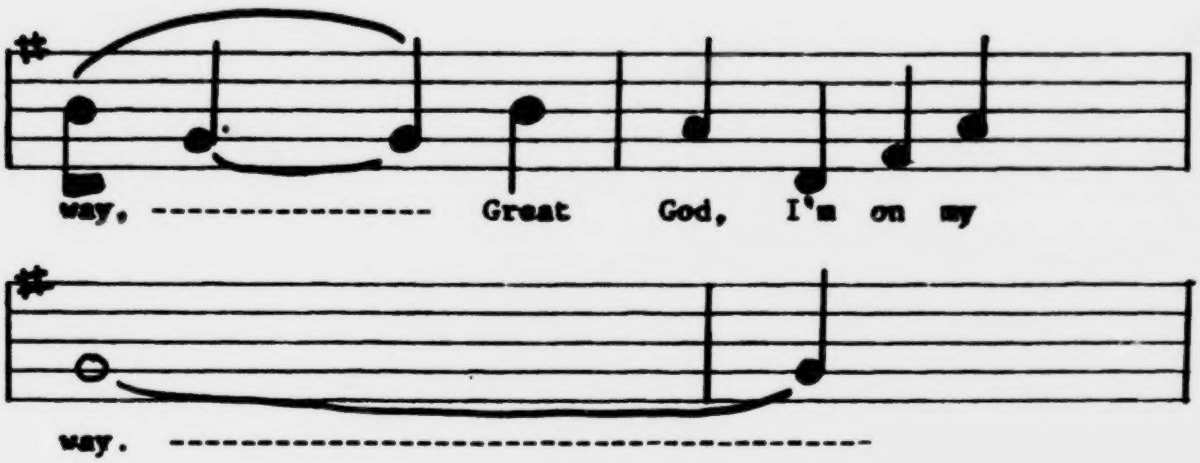
Go Down, Moses


When Is-rael was in E-gypt land, Let my peo-ple go. Op-
pressed so hard, she could not stand, Let my peo-ple go.
Chorus
"Go down,-- Mo - ses,---- Way--------down in
E - gypt land,--- Tell old--- Pha - roah---------
To let my peo - ple go."

2. "Thus spoke the Lord," bold Moses said,
Let my people go,
"If not, I'll strike your firstborn dead,"
Let my people go. (Chorus)

I'm On My Way


I'm on my way---------- to Ca - naan
land, -------------------------- I'm on my
way---------------------- to Ca - naan
land, ----------------------------- I'm on my ------
way---------------------- to Ca - naan
land, ----------------------------- I'm on my


way, ---------------- Great God, I'm on my
way. --

2. I asked my brother to come with me, (three times)
I'm on my way, great God, I'm on my way.

19. FAMILY TREE

Introduction:

As people in Europe recognized our country as a "land of opportunity and freedom," they emigrated to the United States. Our ancestors came from Europe and other continents. Students discover some of their family background by making a four-generation family tree.

Objectives: Students will be able to:

1. Demonstrate chart- and diagram-reading skills.

2. Investigate personal and family history.

3. Demonstrate oral skills through interview activities.

4. Analyze family history from the perspective of events in U.S. history.

Teaching Time: 1 or 2 class periods plus a homework project spread over 1 to 2 weeks.

Materials: Copies of Handouts 19-1 and 19-2 for all students; Handout 19-3 is optional for those interested in a family history project.

Procedure:

Day 1

1. Introduce the lesson by asking students to define several key terms that they will need for this lesson: "generation," "maiden name," "paternal," and "maternal."

2. Ask students if they know their parents. Their grandparents? Their great-grandparents? Can anyone remember farther back than their great-grandparents?

3. Review with students the idea that all Americans, with the exception of Native Americans, came to the United States from some other country. Some came as long ago as the original colonists, but most came later. Tell students that they will begin a project to investigate their own family background and to chart the information they discover on a family tree similar to the ones anthropologists and genealogists use.

4. Distribute copies of Handout 19-1 and discuss its contents in class. Make sure all students understand the meaning of the symbols and lines. You might follow this by constructing a hypothetical family tree on the chalkboard.

Adapted from a lesson by Barbara Berry, Karen Fox, Helen Kattelman, and Elaine Lopez, Hazelwood School District (Florissant, Missouri).

5. Distribute copies of the blank family tree, Handout 19-2. Explain that this is a simpler version of the family chart. It is used to record the same information but does not use circle and triangle symbols and does not list all brothers and sisters. Tell students to interview their parents and grandparents to obtain the information needed to fill in the chart. They should try to go back as far as their great-grandparents, if they can, but not to worry if they cannot find all the information.

6. Allow students one to two weeks to complete their family trees.

Day 2

7. To debrief this activity, circle the room asking each student to tell the most interesting fact he or she learned about his/her own family from doing this activity. Possible answers may be how long ago someone was born, when they came to the United States, why them came to the United States, what country someone was born in, etc.

8. As an alternate debriefing exercise, look at the general years of birth of each generation and discuss what was happening in the United States when these people were born.

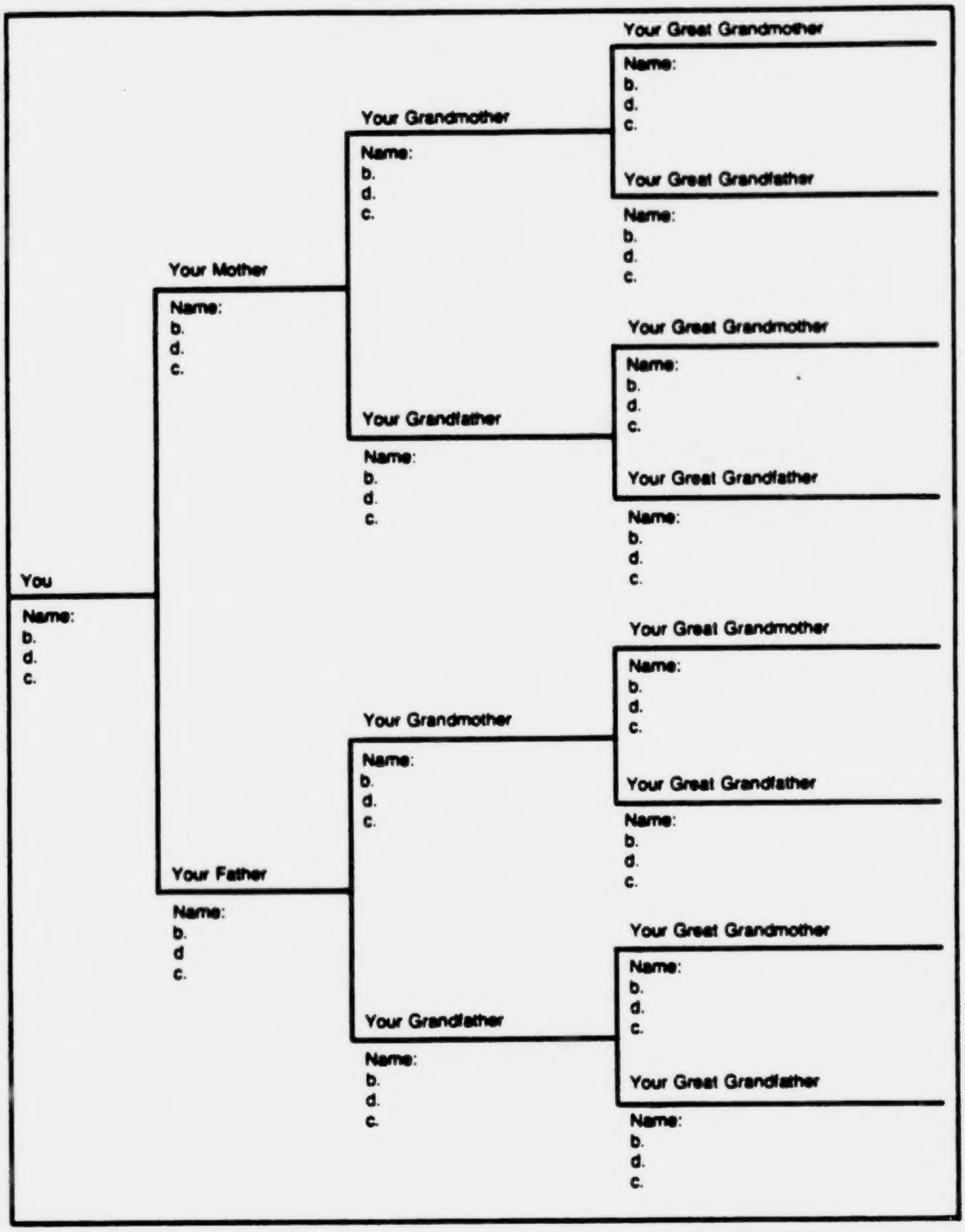
9. (Optional) Students may want to draw a poster of their family tree and paste pictures of family members on the tree. They might also enjoy creating a family crest.

10. (Optional) Undertake a family history project, involving questions about all aspects of the students' family backgrounds. A structure for this project, including a rationale and interview questions, is contained in Handout 19-3.

Handout 19-1 1 of 1

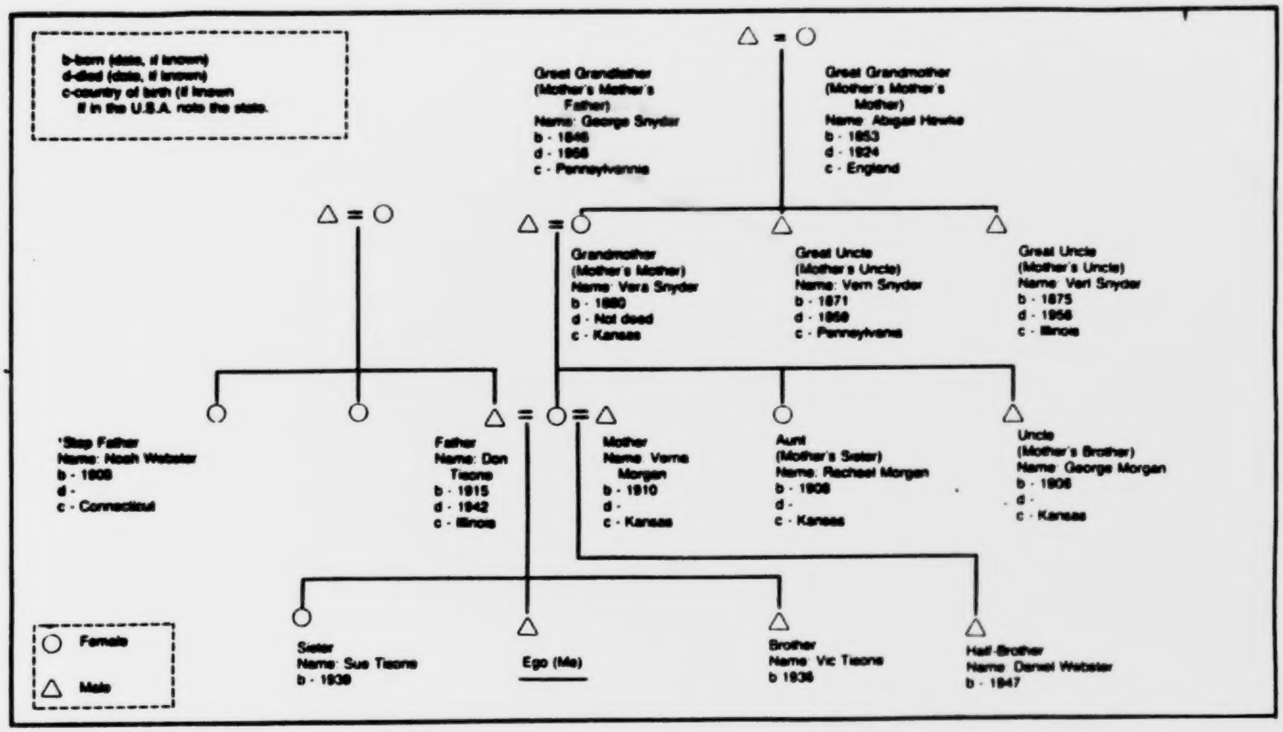
FOUR-GENERATION CHART

The chart below is used by anthropologists to diagram relatives and ancestors through four generations. Note the symbols used and where the current generation--you--appears on the chart.


Your Great Grandmother
Name:
b.
d.
c.
Your Grandmother
Name:
b.
d.
c.
Your Great Grandfather
Name:
b.
d.
c.
Your Mother
Name:
b.
d.
c.
Your Great Grandmother
Name:
b.
d.
c.
Your Grandfather
Name:
b.
d.
c.
Your Great Grandfather
Name:
b.
d.
c.
You
Name:
b.
d.
c.
Your Great Grandmother
Name:
b.
d.
c.
Your Grandmother
Name:
b.
d.
c.
Your Great Grandfather
Name:
b.
d.
c.
Your Father
Name:
b.
d
c.
Your Great Grandmother
Name:
b.
d.
c.
Your Grandfather
Name:
b.
d.
c.
Your Great Grandfather
Name:
b.
d.
c.

Reproduced with permission from Carlos Cortes and others, Understanding You and Them: Tips for Teaching About Ethnicity (Boulder, CO: Social Science Education Consortium, Inc., 1976), p. 27.

FAMILY TREE OF FOUR GENERATIONS


b-born (date, if known)
d-died (date, if known)
c-country of birth (if known
if in the U.S.A. note the state.
Great Grandfather
(Mother's Mother's Father)
Name: George Snyder
b - 1846
d - 1968
c - Pennsylvannia
Great Grandmother
(Mother's Mother's Mother)
Name: Abigail Hawke
b - 1853
d - 1924
c - England
Grandmother
(Mother's Mother)
Name: Vera Snyder
b - 1880
d - Not dead
c - Kansas
Great Uncle
(Mother's Uncle)
Name: Vern Snyder
b - 1871
d - 1959
c - Pennsylvania
Great Uncle
(Mother's Uncle)
Name: Verl Snyder
b - 1875
d - 1956
c - Illinois
*Step Father
Name: Noah Webster
b - 1909
d -
c - Connecticut
Father
Name: Don Tiscone
b - 1915
d - 1942
c - Illinois
Mother
Name: Verna Morgan
b - 1910
d -
c - Kansas
Aunt
(Mother's Sister)
Name: Rachael Morgan
b - 1908
d -
c - Kansas
Uncle
(Mother's Brother)
Name: George Morgan
b - 1906
d -
c - Kansas
Female
Male
Sister
Name: Sue Tiscone
b - 1939
Ego (Me)
Brother
Name: Vic Tiscone
b 1936
Half-Brother
Name: Daniel Webster
b - 1947

b - born
d - died
c - country of birth

Reproduced with permission from Carlos Cortes and others, Understanding You and Them: Tips for Teaching About Ethnicity (Boulder, CO: Social Science Education Consortium, Inc., 1976), p. 27.

BEST COPY AVAILABLE

FAMILY HISTORY PROJECT

All of us have questions about who we are. We can look about us at our physical surroundings and at our friends and find answers to some of our questions, but much of what we are today has roots in our personal backgrounds. A good way to discover why we behave in certain ways and not in others, or why we believe in certain things and not in others, is to look at our pasts. Our attitudes and much of our belief systems have developed in some family context. It's important for us to understand this heritage.

Any family is a good subject for a family history. In many cases one side of the family has exerted more influence than the other, or there is little information about one set of grandparents but a great deal for the other. If this is your case, don't worry; tell more about the side for which you can get more information. But do try to get some material for all four grandparents. You may include information on your great-grandparents, but keep in mind that it will take time to collect it. Be sure to tell something about the lives of your own parents.

How to Collect Information

I. Chart

You have already learned how to collect data and complete a family tree. Such a chart tells the "who" and "when" of your family history, but it doesn't tell about some of the really interesting questions, such as "why" and "how." In-depth interviews will help you answer those questions. Good interview techniques and questions are outlined below.

II. Interviews

Interview as many of the people on your chart as you can. If some of the people are dead, you may be able to find information from your great uncles and aunts or from friends who have known your family for a long time. Try to tape record the interviews so you can be sure to get the exact words used in describing incidents, jobs, farming methods, and the like. If you do not have a tape recorder available, be sure to take notes during the interview. If you cannot interview people or call them on the telephone because they live far away, write a letter to them. Explain your project clearly and then ask specific questions. If you leave a lot of space after each question, you are more likely to get answers than if you just make a list. You may get a more prompt reply if you include a stamped, self-addressed envelope. Make it as easy as possible to reply.

Try to make your questions as clear as possible in the letter or interview. Be specific. Below are some general areas you might ask about and examples of questions you might want to ask. You may prefer

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Adapted with permission from Carlos Cortes and others, Understanding You and Them: Tips for Teaching About Ethnicity (Boulder, CO: Social Science Education Consortium, Inc., 1976), p. 22-25.

to come up with your own questions, but remember, they should be specific. You don't have to get answers to all the suggested questions. Some may not be relevant to the person you are interviewing, though they may be appropriate for another member of your family. Or the person you interview may not know anything about some of the questions. Use suggested questions wherever they work for you, and make up your own questions to accompany them or as substitutes. Also, listen carefully to the answers people give you; often they contain clues to further questions you can ask.

The point is to find out what you can about your ancestors as far back into earlier generations as you can go. Try to learn as much as you can about the places your family members originally came from and what they did in those places.

A. The "Old Country" ("Old Country" can mean places in the U.S., such as the South, as well as other countries.)

1. Where did the person being interviewed (or his or her family) come from?
2. Where did the family live in the old country?
3. Was the family rich or poor? Describe some aspects of their lives that show this.
4. What kind of dwelling did they live in? What kind of foods were eaten daily?
5. Did anyone else besides parents and their children live in the dwelling?
6. Did friends and relatives live nearby--in the same building or neighborhood?
7. Did people choose their mates or were marriages arranged? Where did children live after they got married?
8. Did old people live alone, with their children, or in old folks' homes?
9. What religious group did they belong to?
10. Did they belong to any other groups or clubs?
11. Did they have to serve in an army?
12. Did they have to pay taxes?
13. What kind of government did they live under?
14. Did they have political rights? Did they hold any political offices?

15. What festivals and holidays did they observe? How were they observed?

16. What family celebrations were held? What were they like? How and where were marriages, christenings, funerals, and other ceremonies held? Who went?

17. If there were family conflicts, what were they about? How were they handled?

18. How were the children trained and disciplined? How much and what kind of schooling did they get? What activities happened at school? Did both boys and girls go to school?

19. What big events occurred in the life of the family--or of the town? Who were their heroes?

20. What did people do for entertainment? What kind of amusements and sports were enjoyed? Did your own ancestors take part?

21. How was your family like or different from the other families in town?

22. How did family members make a living? What jobs did they hold? What training did the work require and how did they get it? Did family members stay at the same job for a long time, or switch? What were the possibilities for advancement? Did women ever work outside the home?

B. Immigration

1. Where did they settle?

2. From what city did they leave the "old country"?

3. Did they have to make a trip from home to get to the city or port from which they left? What form of transportation did they use for that part of their journey?

4. What kind of transportation did they use to get to their destination? Describe the trip. How much did it cost? How long did it take? How did they raise money to pay the fare?

5. Why did they decide to emigrate?

6. Did just a single individual leave, or a family, or a larger group?

7. What did they know about the U.S.?

8. Where did they arrive? What were the first few days they were there like? How were they treated? What difficulties did they have?

9. How long did they stay there? Where did they go next?

C. In the United States

1. What were living conditions like? What kind of house or building did the family live in? How much rent did they pay?

2. What was the neighborhood like? Did other families of the same ethnic group live nearby? How close? What were the relationships like among the ethnic groups?

3. Who were the first members of the family to learn English? Why were they the first?

4. What were the neighborhood schools like? What was taught? What games and sports were played?

5. What did members of the family do with their leisure time? Where did they go? With whom did they spend their time?

6. What role did religion play in the family's life? Did they attend services regularly? What religion was it? Did people from other ethnic groups attend the same religious institution? How were religious practices different from the way they were in the old country?

7. Did anyone become a U.S. citizen? What was the process like? Can anyone describe the scene on the day he or she became a citizen?

8. Did members of the family vote? Did they strongly support a particular party or candidate? Why? Did they have much contact with local politicians? Was anyone in the family a recipient of assistance or patronage from a local political organization?

9. Did family members join any clubs, fraternal organizations, burial societies, etc.? What dues did they pay? What benefits did they receive?

10. How long did they stay in their first neighborhood? Did the children stay or move? Why? If they moved, where did they go? What is the first neighborhood like today? Where do the descendants of that family live today? Are they spread throughout the neighborhood, the city, the state, the nation, or the world?

11. What kind of work did they do? How was the first job found? What were the wages? What skills were needed? What was the place of work like?

12. What were the co-workers and supervisors like? Were they members of the same ethnic group?

13. How long did they stay in the same job? If they left, what was the reason for doing so?

14. Did other generations of the same family pursue similar work patterns or move into different skill levels or occupations?

15. How did work and working conditions differ from the old country?

16. Was there ever any discrimination in hiring or promotions?

17. Did women in the family work outside the home? If so, what was the work like? What was the family attitude toward their working?

18. How old were the children when they started to work? Did they continue to go to school while working? What were their jobs like? What were their wages?

19. As time passed, what customs from the old country were the easiest to keep, and what customs were the hardest to keep? Why? What customs, or traces of customs, remain in your family today?

20. When did intermarriages between ethnic groups start? What were the families' reactions?

21. If there were family disagreements, what were they about? How were they settled (if at all)?

D. Yourself (In addition to the questions above, you might discuss the following questions about your own childhood with your parents or grandparents:

1. As you were growing up, did you see yourself as a member of a particular ethnic group? If so, which one? Were there other ethnic groups in your neighborhood? Did you play with children from the other groups?

2. As you were growing up, what activities took up most of your time?

3. What did you enjoy doing the most? least?

4. What were you good at?

5. Did members of your family seem to have similar abilities or interests?

6. Did members of your family seem to look a lot alike?

7. If there were family disagreements, what were they about? How were they handled? What did you argue with your parents about?

8. Who were the first people in your family to own their own cars? to finish high school? college?

III. Other Sources of Information

Some families have kept a family Bible, letters to and from the old country, diaries, journals, business records, and so on. See if things like this have been preserved by any member of your family. Check to see if there are old family photographs. Be sure to label these by person's name and time period. Photographs are only valuable for your purpose if they are identified. You might also check to see if important souvenirs and family posessions have been preserved. Many families keep such things as baby shoes, baptismal outfits, wedding clothes, and army uniforms, as well as first report cards, children's craft products, and the like. See if you can dig some of these out. You might make a display of such objects for your class. Printed materials could be copied and added to your family history.

IV. Maps

A map showing all of the places referred to in the paper adds a great deal of information. You could use outline maps, gas station maps on which you pinpoint certain towns, or maps you draw yourself.

V. Report

After you have gathered this material, you will want to organize the information into a report.

A. Have a title page. You might simply call your report "The History of the ___________ Family" (with your family name in the blank). Or you might try a fancier title. One boy whose family included both a horsethief and a sheriff titled his paper "Cops and Robbers: A History of the ____________ Family." On the first page of your report, list the sources of information--i.e., the names of the person you interviewed, the people to whom you wrote.

B. Get organized. Now you have piles of notes and ideas, photographs, family mementos, and your map. Decide how you are going to use all of that information to tell the story of your family. This is a difficult task. Below is one suggestion for how to do it, but you should feel free to come up with your own way, and to use it if it works better for your story and your data.

Suggestion: Tell about: (1) The life of one grandmother up to marriage; (2) the life of the man she married up to time of marriage; (3) their married life together. Then use the same arrangement for your other grandparents; then your parents. Each section can begin with the name of the person being discussed. You may have interviewed people, such as aunts and uncles or friends and neighbors, whose own stories are not told in your report, but who provided you with information to use. Be sure to give credit to those sources in a footnote or in the body of your paper, and use direct quotations from them as much as possible.

C. Write a summary in which you describe the role ethnicity played in shaping you and your family's daily life patterns. Draw some conclusions about how typical your family is.

20. SETTLING NEW TERRITORIES:
SUCCESSIVE "WESTS" IN U.S. HISTORY

Introduction:

In this activity, which spans several weeks, students learn about changing concepts of the West and new territories throughout American history. They are introduced to such concepts as the effect of changing technology, the influence of U.S. history on contemporary events, the ways people have adapted to different physical environments, and the impact of lifestyle on natural resources. Students also practice using scale on a road map. Finally, they examine relationships between the beliefs and behaviors of groups of people and the differing effects of national policies on economic opportunity. Students create scrapbooks to relate what they have learned.

Objectives: Students will be able to:

1. Collect and organize data on one of seven areas of "Western" settlement.

2. Demonstrate enhanced geography skills through the use of maps and map scale exercises.

3. Analyze and weigh cause-and-effect relationships among people, values, and environment in the settling of the West.

4. Evaluate folk songs as reflections of the life experiences of the pioneers.

5. Create a scrapbook collection that combines the information students have collected.

Teaching Time: 2 to 4 weeks of class time.

Materials: Class text; library resources; maps of the United States; copies of Handouts 20-1 and 20-2 for all students; construction materials for scrapbooks: paper, scissors, crayons, staplers, glue.

Procedure:

1. Review what the westward movement was and why it happened in very general terms. You may wish to use the ballad "The Wisconsin Emigrant," provided on Handout 20-1, to introduce the topic. In using this ballad to introduce the students to westward expansion, you may first want to give an example or two of current songs that give pictures of American life in the 1980s. Explain how songs have been used throughout our history in this manner. Next, introduce the song "The Wisconsin

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This lesson is a compilation from activities developed by Lucille Layton, Norwalk (Connecticut) Public Schools; Leslie Ellis and Evelyn Jenkins, Livingston Parish (Louisiana) Schools; and Kathleen Braun, Milwaukee (Wisconsin) Public Schools.

Emigrant" to your students. You may want them to sing the song or simply help them read through the lyrics. In either case, discuss the reasons this New England farmer had for leaving his present home and the reasons his wife had for staying where they were. Compare the two "arguments." Do the students agree with the decision the two made? What would the students have done?

2. Divide the class into seven groups. Assign each group one of the following areas of settlement to research.

a. Appalachian Frontier
b. Southern Mississippi Valley
c. Northwest Territory
d. Louisiana Territory
e. Oregon Country
f. Great Plains
g. Southwest (Mexican lands)

3. Direct each group to use texts and other resources to learn about the settlement they were assigned. They are to make a scrapbook to relate this information. Distribute Handout 20-2, which gives the topics to be covered in the scrapbook and the methods of relating information.

4. Allow adequate time for research and for group writing activities.

5. To share information about all areas of settlement, use each scrapbook as a learning center.

6. (Optional) Have students develop (collect) a "migrant's bundle." Have them explore the possible items a westward migrant might want to take (and could take) with them on the journey west. Perhaps they can find pictures of items (or possibly actual objects) typical migrants could take with them. Students should be able to answer the following questions:

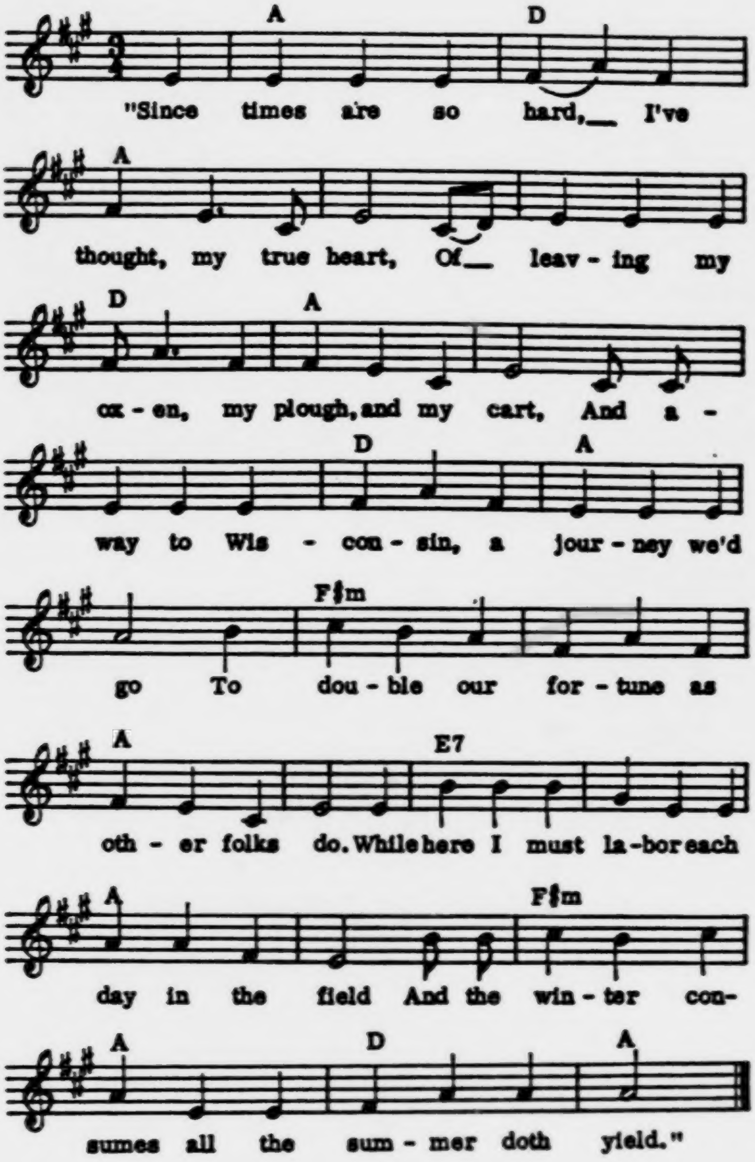
a. Did the person select the items from among many or only a few items?

b. What type of transportation was available for the migrant's use?

c. Can you tell from the contents of the bundle the reasons for the person's moving?

d. If other students have made bundles for different frontiers, what differences or similarities exist between bundles?

THE WISCONSIN EMIGRANT


A
D
"Since times are so hard,__ I've
A
thought, my true heart, Of__ leav - ing my
D
A
ox - en, my plough, and my cart, And a -
D
A
way to Wis - con - sin, a jour - ney we'd
F♯m
go To dou - ble our for - tune as
A
E7
oth - er folks do. While here I must la - bor each
A
F♯m
day in the field And the win - ter con-
A
D
A
sumes all the sum - mer doth yield."

Reprinted with permission from John A. Scott, The Ballad of America: The History of the United States in Song and Poetry (Carbondale, IL: Southern Illinois University Press, 1983).

"Oh husband, I've noticed with sorrowful heart
You've neglected your oxen, your plough, and your cart
Your sheep are disordered; at random they run,
And your new Sunday suit is now every day on.
Oh, stay on the farm and you'll suffer no loss,
For the stone that keeps rolling will gather no moss."

"Oh wife, let's go, Oh, don't let us wait.
Oh, I long to be there, Oh, I long to be great!
While you some rich lady--and who knows but I
Some governor may be before that I die?
While here I must labor each day in the field,
And the winter consumes all the summer doth yield."

"Oh husband, remember that land is to clear,
Which will cost you the labor of many a year,
Where horses, sheep, cattle, and hogs are to buy--
And you'll scarcely get settled before you must die.
Oh, stay on your farm and you'll suffer no loss,
For the stone that keeps rolling will gather no moss."

"Oh wife, let's go. Oh, don't let us stay.
I will buy me a farm that is cleared by the way,
Where horses, sheep, cattle, and hogs are not dear,
And we'll feast on fat buffalo half of the year.
While here I must labor each day in the field,
And the winter consumes all the summer doth yield."

"Oh husband, remember, that land of delight
Is surrounded by Indians who murder by night.
Your house they will plunder and burn to the ground,
While your wife and your children lie murdered around.
Oh, stay on the farm, and you'll suffer no loss,
For the stone that keeps rolling will gather no moss."

"Now, wife, you've convinced me. I'll argue no more.
I never had thought of your dying before;
I love my dear children, although they are small,--
But you, my dear wife, are more precious than all.
We'll stay on the farm, and suffer no loss
For the stone that keeps rolling will gather no moss."

DIRECTIONS FOR SCRAPBOOK

You have been assigned an area of Western settlement to study. Use the outline below to guide your research. Your scrapbook should include all the materials and information listed below.

1. Reasons for Moving West. Write an advertisement encouraging people to come to the territory. Give the major reasons why people would want to come.

2. Important Persons Report. Identify people important to the development or settling of the area. Include in the report why the people were important and what they did.

3. Map of the Settlement Area. Draw the outline of your settlement area on a U.S. map. Write a paragraph describing the natural environment of the area. Talk about the climate, vegetation, and native animals.

4. Distance to Travel. Using a current U.S. road map, find the distance from Philadelphia to a major city in your territory. Draw a straight line from Philadelphia to your major city. Use the scale to find out how many miles are represented by the line.

Appalachian Frontier - Charleston, West Virginia
Southern Mississippi Valley - New Orleans, Louisiana
Northwest Territory - Chicago, Illinois
Louisiana Territory - Kansas City, Missouri
Oregon Country - Portland, Oregon
Great Plains - Denver, Colorado
Southwest (Mexican Lands) - Los Angeles, California

5. States in the Settlement Area. Identify the states that are in the settlement area. Draw the flag of each state included in the area.

6. Trails and Forts. On a map, draw the major trails or routes and locate and name the important forts in the settlement area.

7. Transportation. Identify the types of transportation used by settlers. Draw pictures of these modes of transportation.

8. Important Acquisition of Land. Find out how the United States gained the land important to settlement of the area. Tell where the boundaries of the land were, how it was obtained, from whom was it obtained, the cost (if any), and the people involved. Write a paragraph including this information.

9. Evidence of Other Cultures in the Settlement Area. Find examples of the following that might indicate another culture's influence:

a. Place names
b. Food
c. Clothing
d. Types of housing
e. Music
f. Folklore

10. Lifestyle of the Pioneer Settlers. Draw pictures showing these aspects of pioneer life:

a. Type of shelter
b. Foods
c. Animals important to people's survival
d. Clothing
e. Tools and inventions

11. Problems of Pioneer Life. A friend wants to join you in the territory. Write a letter telling about the problems of the journey to the territory. Describe your life there.

21. LOOKING AT THE LAND:
APPRECIATING THE NATIVE AMERICAN'S VIEW

Introduction:

As the American frontier moved west, conflicts increased between the Native Americans and the pioneers. At the root of this conflict was the fact that the two groups viewed the land differently. This activity provides several Native American poetry selections for students' reading and discussion.

Objectives: Students will be able to:

1. Appreciate the Native American's respect for the land and nature in general.

2. Compare and contrast their views and values with those of the pioneers.

3. Appreciate the importance of poetry as a medium through which people show some of their basic beliefs.

Teaching Time: 1 class period.

Materials: Copies of Handout 21-1 for all students.

Procedure:

1. Have students read the selections provided on Handout 21-1. You may wish to read the poetry aloud as students read along silently.

2. Through class discussion, identify themes or ideas that emerge from the poems (e.g., the wilderness is home, the celebration of all creatures, living in harmony with nature).

3. From their previous study of the westward movement, ask students to compare these ideas with those of the pioneers. For example, how did white farmers use the land? What was their attitude toward the animals they found in their areas of settlement? Did pioneer settlers actually abuse the land?

4. Have students brainstorm possible conflicts that would probably occur if Native American and white settlers dwelled in the same area.

5. (Optional) Have students select their favorite Native American poem (or have them try to find other such selections from anthologies of Native American poetry). Then have students illustrate that poem using watercolors or any other art medium.

Prepared by Barbara Fox, Cambridge (Massachusetts) Public Schools.

6. (Optional) Apply what students have learned about the expression of values and feelings through one art medium to another. Assign students to find paintings or other visual arts done by Native American artists and by white artists of the west--e.g., Frederic Remington, George Bingham. Display these paintings and discuss how different views of nature are reflected in them.

NATIVE AMERICAN POETRY

"Take Care, Friend!"

Look at me, friend!
I come to ask you for your dress,
for you are here to pity us.
There is nothing for which you cannot be used.
You are really willing to give us your dress.
I come to beg you for this,
for I am going to make a basket for lily roots
out of you.
I beg you, friend, not to feel angry
because of what I am going to do to you.
Take care, friend!

"My People, Bird People"

Pretty bird, you saw me and took pity on me.
You wish me to survive among the people.
O Bird People, from this day always,
you shall be my relatives.

"Hunting Song"

The deer, the deer--here he went.
Here are his tracks over mother earth, mother earth,
tramping, tramping through the deep forest,
with none to disturb him from above or below.

"This New World"

Pleasant it looked
this newly created world.
All along the length and breadth
of the earth, our grandmother,
spread the green reflection
of her covering,
and the escaping odors
were pleasant to inhale.

Reprinted with permission from Aline Amon, ed., The Earth Is Sore (New York: Atheneum, 1981).

"The Birth of Dawn"

Breathing forth life, Earth our Mother,
awake, arise, and move about!
Life-renewing dawn is born.

Breathing forth life, Earth has risen.
Leaves are stirring, all things moving.
Life-renewing dawn is born.

Breathing forth life, O brown eagle,
awake and rise up through the skies!
Life-renewing dawn is born.

Breathing forth life, soaring eagle
brings the day to powers above.
Life-renewing dawn is born.

The birth of dawn from sun and darkness
is a mystery, very sacred,
though it happens every day.

"Brotherhood"

The Indian was a true lover of nature. He loved the earth and all things of the earth. The birds that flew in the air came to rest upon the earth, and it was the final abiding place of all things that lived and grew. The soil was soothing, strengthening, cleansing, and healing.

Kinship with all creatures of the earth, sky, and water was real. For the animal and bird world, there was a brotherly feeling that kept the Indian safe among them. So close did some of them come to their feathered and furred friends that they spoke a common tongue, in true brotherhood.

"The Ground Says"

I wonder if the ground has anything to say?
I hear what the ground says.
"The Great Spirit has put me here to produce
all that grows on me, trees and fruit."
The same way, the ground says,
"It was from me that man was made."
The Great Spirit, in placing men on earth,
desired them to take good care of the ground
and not to harm one another.

"We Loved It So"

We felt like talking to the ground, we loved it so.

"White Man as Fool"

A man, walking along, saw a white man on the branch of a tree. He was chopping off the limb close to the trunk. He was told, "You will fall." He said, "I will not fall." He said no more. He kept chopping along. The white man chopped the branch off. He fell.

"The Earth Was Not Divided"

The Great Spirit, when he made the earth, made no lines of division or separation on it. He meant that it should be allowed to remain as made. The earth was my mother. I was made of the earth and grew up on its bosom. The earth, my mother and nurse, is sacred to my affections, too sacred to be valued by gold or sold for silver.

"Only Man"

The Great Spirit commanded that lands
and fisheries should be common to all
who live upon them.
They were never to be marked off or divided.
The people should enjoy the fruits
that he planted on the land,
and the animals that lived upon it,
and the fishes in the water.
The Great Spirit said that he was the father,
and Earth, the mother, of mankind.
Nature was the law.
The animals and fish, and plants obeyed nature.
Only man was sinful.

"The Earth is Sore"

We shake down acorns and pinenuts.
We don't chop down trees.
We only use dead wood.
But the white people plow up the ground,
pull up the trees,
kill everything.
The tree says, "Don't! I am sore. Don't hurt me."
But they chop it down and cut it up.
They blast rocks and scatter them on the ground.
The rock says, "Don't! You are hurting me."
But the white people pay no attention.
How can the spirit of the earth like the white man?
Everywhere he has touched it, the earth is sore.
It looks sick.

"For a New Child"

Sun, Moon, and stars--all that move in the heavens--
hear me! A new life has come among you.
Make its path smooth,
that it may reach the brow of the first hill.

Winds, clouds, rains, mist--all that move in the air--
hear me! A new life has come among you.
Make its path smooth,
that it may reach the brow of the second hill.

Hills, valleys, river, lakes, trees, grasses--
all things of the earth--
hear me! A new life has come among you.
Make its path smooth,
that it may reach the brow of the third hill.

Birds great and small that fly in the air,
animals great and small that dwell in the forest,
insects that creep among the grasses,
insects that burrow in the ground--
hear me! A new life has come among you.
Make its path smooth,
that it may reach the brow of the fourth hill.

All things of the heaven, the air, and the earth--
hear me! A new life has come among you.
Make its path smooth!
Then it shall travel beyond the four hills.

"An Awful Loneliness"

When I was a youth, the country was beautiful. Along the rivers were belts of timberland, with cottonwoods, maples, elms, oaks, hickory, and walnut trees. There were varieties of vines and shrubs. And under all these grew many good herbs and beautiful flowering plants. The prairie was covered with waving green grass.

In both woodland and prairie, I saw the trails of many kinds of animals and heard the cheerful songs of birds. When I walked abroad, I saw many forms of life, the beautiful creatures placed there by the Great Spirit. These were, after their ways, walking, flying, leaping, running, feeding, playing all around.

Now the face of all the land is changed and sad. Living creatures are gone. I see the land desolate, and I suffer unspeakable sadness. When I wake in the night, I feel as though I should suffocate from this awful feeling of loneliness.

22. OLD *FARMER'S ALMANAC*

Introduction:

The *Farmer's Almanac* has been produced continuously since 1792. The recipes, predictions, and information have been used by Americans for close to 200 years. In this activity, students become familiar with the contents of this almanac and consider the importance of this publication to early American and contemporary American farmers and others.

Objectives: Students will be able to:

1. Describe the contents of the *Farmer's Almanac*.

2. Appraise the importance of the *Almanac* as an established and continuing form of American folk literature.

3. Hypothesize about the values and uses of the *Almanac* in two periods of U.S. history.

Teaching Time: 1 or 2 class periods.

Materials: Sufficient copies of the *Farmer's Almanac* to conduct small group activities. This publication is available free or at very low cost at book stores, feed and farm supply stores, gardening stores, and some hardware stores.

Procedure:

Day 1

1. As a class, skim the *Farmer's Almanac* together. Discuss with students the style and format of the almanac. Are there any hints that this publication has been around for a long time?

2. Have each student, or small groups, list at least five major topics or themes that are contained in the *Almanac* (for example, weather, anecdotes, pleasantries, astrology, recipes, calendar, essays, predictions).

3. Again as a group, complete a class list and a description of each segment of the *Almanac*.

4. Lead students in a discussion of the ways in which the *Almanac* would have been used in the 1790s, when it first came out. What kinds of scientific and technological knowledge and information were not available to farmers of that period, making the *Almanac* especially valuable? What else about the *Almanac* would have made it handy or useful to people isolated on farms? Why do students think the *Almanac* is still published? Why would it still be useful today?

Prepared by Barbara Berry, Karen Fox, Helen Kattelman, and Elaine Lopez, Hazelwood School District (Florissant, Missouri).

Day 2

5. Divide students into groups and have each group pursue the accuracy or usefulness of one part of the almanac. That is, have one group try the recipes; another group, follow the weather predictions over a week or longer; another write an essay for the essay contest, etc. Have each group report back to the class on their experience.

RELATED RESOURCES IN THE ERIC SYSTEM

The resources below are cited in the ERIC (Educational Resources Information Center) system. Each resource is identified by a six-digit number and two letters: "EJ" for journal articles, "ED" for other documents. Abstracts of and descriptive information about all ERIC documents are published in two cumulative indexes: Resources in Education (RIE) for ED listings and the Current Index to Journals in Education (CIJE) for EJ listings. This information is also accessible through three major on-line computer searching systems: DIALOG, ORBIT, and BRS.

Most, but not all, ERIC documents are available for viewing in microfiche (MF) at libraries that subscribe to the ERIC collection. Microfiche copies of these documents can also be purchased from the ERIC Document Reproduction Service (EDRS), 3900 Wheeler Avenue, Alexandria, VA 22304-5110. Paper copies (PC) of most documents can also be purchased from EDRS. Complete price information is provided in this bibliography. When ordering from EDRS, be sure to list the ED number, specify either MF or PC, and enclose a check or money order. Add postage to the MF or PC price at the rate of $1.74 for up to 75 microfiche or paper copy pages. Add $0.42 for each additional 75 microfiche or paper copy pages. One microfiche contains up to 96 document pages.

Journal articles are not available in microfiche. If your local library does not have the relevant issue of a journal, you may be able to obtain a reprint from University Microfilms International (UMI), 300 North Zeeb Road, Ann Arbor, MI 48106. All orders must be accompanied by payment in full, plus postage, and must include the following information: title of the periodical, title of the article, name of author, date of issue, volume number, issue number, and page number. Contact UMI for current price information.

Henes, Jack K., and Kitty Porterfield. Changing Neighborhoods. An Introduction to Alexandria Through Its Buildings. Alexandria, VA: Alexandria City Schools, 1983. ED 239 957. EDRS price: MF-$0.97/PC-$10.80 plus postage.

Designed for inclusion in an eighth-grade course on U.S. history or civics, this unit introduces local students to the history of Alexandria (Virginia) through a study of its buildings and urban growth. By examining factors which have changed the community (technology, transportation, economic influences) as well as the relationship between physical environment and lifestyle, students are encouraged to think about solutions to future problems of community development. Following an overview of evaluation strategies, the unit is divided into three parts. In part 1, students examine local buildings and documents. Part 2 contains two lessons in which students examine how buildings convey historical information. Four lessons in part 3 focus on Alexandria as a contemporary city. Students explore ways in which the area is still undergoing change by looking at transportation innovations and planned development. They consider a case study of each of these types of change (the city's waterfront area and metro station), conduct a survey of these two sites, and develop written and visual presentations. A bibliography and list of resources conclude the manual.

Holmes, Edward, Jr., and William Frkovich. The American Cowboy as Depicted Through Music and Poetry: Instructional Materials for Elementary Classroom Teachers. Tempe, AZ: Arizona State University, 1981. ED 207 901. EDRS price: MF-$0.97/PC-$3.60 plus postage.

This resource unit for elementary students brings together information about cowboys, with a special emphasis on the songs and poetry that they created and that were created about them. The unit is self-contained. All poems and songs are included. Objectives are provided. Specifically, the unit should help students read and understand poetry about cowboys; give students a base of knowledge on which to build in doing further independent work such as writing poetry, lyrics, and music; provide students with an awareness of the daily life of a cowboy in the Southwest; help students develop a realistic attitude toward the life of a cowboy, as opposed to the cowboy of American fable and legend; and help students learn how important the cowboy was in the development of the whole Southwest and, in particular, in the development of Arizona from a territory to a state. Activities for art, music, and other courses are suggested. Examples of activities follow. Students read verses of poetry aloud. For example, they rewrite poems such as "Cattle" or "I'm an Arizona Cowboy," using their own words and images. Students draw pictures or cartoons creating a scenario around a Western scene, write words for a song to be sung by a cowboy or cowgirl, and present a Western skit. The unit concludes with a bibliography of resources for students and teachers.

Kohler, Alfred D. Project MOPPET (Media-Oriented Program Promoting Exploration in Teaching): A 4-6 Grade Humanities Program. 1976. ED 169 554. EDRS price: MF-$0.97/PC-$23.15 plus postage.

This manual is intended for use by adopters or adapters of a media-oriented arts and humanities program designed to train teachers in the techniques of humanizing the general curriculum. It contains lesson plans for grades 4-6 organized into the following categories: art, creative dramatics, film, movement, music, and poetry. Each category is preceded by a rationale, and each lesson plan within the category contains the grade level for which the plan is intended, the lesson's title and objectives, the equipment and materials needed, and a lesson scheme offering teaching techniques.

Lipman, Mathew. Grade School Philosophy: How Come and Where To? 1975. ED 103 295. EDRS price: MF-$0.97/PC-$2.15 plus postage.

The inclusion of philosophy as part of the elementary school curriculum is discussed in this paper. A definite trend toward specifically including ethics and logic offers a starting point for a philosophy course as part of the general curriculum or as a separate course of study. The author begins by presenting a general analysis of the recent interest in grade school philosophy. Next he discusses the role of research in determining the suitability of philosophy as part of the grade school curriculum suggesting that a philosophy course could make a significant and lasting improvement in general academic performance. Taking stock of what is going on today, a breakthrough of philosophy into the elementary school curriculum has occurred. Key factors in the breakthrough include the writing of the first work in children's philosophy and the founding of the Institute for the Advancement of Philosophy for Children--its publications program, curriculum development, teacher training, and research projects. Suggestions for the future of elementary school philosophy are also presented.

Massialas, Byron G., and others. Peopling the American Colonies, Episode III. Resource Material Development: Population Dynamics in Eighth Grade American History. Tallahassee, FL: Florida State University, 1974. ED 212 534. EDRS price: MF-$0.97/PC-$5.40 plus postage.

This is the third unit in a series that introduces population concepts into the eighth-grade American history curriculum. In Episode III, the history topic is the late colonial period. Unit objectives are to (1) examine the effects of different lifestyles on population changes in America and England, (2) scrutinize the effect of the availability of resources on population changes in England, (3) survey the effects of social sanctions and marriage patterns in England and the American colonies on population increase and family size, (4) examine the effect of marriage customs and laws and the effect of different family sizes on population growth, and (5) evaluate student learning and reinforce conceptual understanding of population growth. Activities include having students read and discuss primary source materials about settlement in Kentucky, simulate a move to a new planet, determine arithmetically how different family sizes affect population growth, and play a game which reinforces the concept of population growth.

Massialas, Byron G., and others. Settling People in the American Colonies, Episode II. Resource Material Development: Population Dynamics in Eighth Grade American History. Tallahassee, FL: Florida State University, 1974. ED 212 508. EDRS price: MF-$0.97/PC-$1.80 plus postage.

This guide is the first in a series of eight designed to help teachers introduce population concepts into eighth-grade American history curriculum. (Unit I was never published.) Each of the units has a teacher and student component. Although the units can be used in five-day segments, teachers are encouraged to use them in a more flexible manner, using the materials for extended periods of time. In the teaching guide of each unit, an evaluation form, a statement of the unit's broad goal, specific statements of objectives in behavioral terms, hypotheses, background information, materials and equipment needed, and instructions as to how to use these materials are included. Specific materials (springboards) for classroom use are found in the student manual. In this document, Episode II, the history topic is European colonization of the New World. This unit has four segments. Twelve springboards and one transparency are given that help the student (1) scrutinize the lifestyle and settlement patterns of the American Indian before the arrival of the European and their later displacement because of colonist settlement patterns, (2) examine the ecological characteristics of where the colonists chose to settle, (3) compare and identify the characteristics of people in England between 1650-1700 with those who migrated to the New World, and (4) examine the relationship of certain background factors of the settlers to the geographic distribution within the colony.

Misenheimer, Carolyn. Using Historical Novels to Foster a Love of History. 1982. ED 226 356. EDRS price: MF-$0.97/PC-$1.80 plus postage.

The most effective vehicle for fostering a love of history in children is the use of historical novels. There are many excellent children's novels of American history, some quite simple and ideal for younger or less proficient readers. Since children tend to form a generalized picture of life and of people in a given era, they should be introduced to as wide a spectrum as possible through their own as well as the teacher's reading. Two books presenting contrasting views of the American colonial rebellion against England's George III are Fair Wind to Virginia, by Cornelia Meigs, set in the Colonies and The Reb and the Redcoat, by Constance Savery, which takes place in England. Touchmar, by Mildred Lawrence, speaks of the lives of young girls during the 1770s, and particularly of girls who wished to have careers. Enid Meadowcroft's story Silver for General Washington tells of the training of Washington's troops at Valley Forge. In Rebel Siege, Jim Kjelgaard portrays the fiercely independent frontiersmen of the southern colonies during the Revolution. Finally, Johnny Tremain, by Esther Forbes, while difficult for all but the most accomplished fifth-graders to read on their own, enthralls every child because it delineates many historical figures, such as Paul Revere and Joseph Warren, and gives children a clear concept of what being American rally means. (A list of novels with Revolutionary War settings is appended.)

Naitove, Christine. "The Best of All Possible Worlds: An Eighteenth Century Humanities Program." Social Science Record 22(Spring 1985): 20-25. EJ 317 498. Reprint available from UMI.

An intensive five-day all-day humanities course on 18th-century thought and culture for eighth-graders that involved 11 different departments is described. The course helped students recognize that what they were taught in one class could reinforce and illuminate what they were learning in another course.

Olcott, Mark, and David Lear. The Civil War Letters of Lewis Bissell: A History and Literature Curriculum. 1981. ED 247 206. EDRS price: MF-$097/PC-$31.90 plus postage.

Designed for use in a one-semester course in U.S. history or literature at the intermediate or secondary level, this collection of the Civil War letters of Lewis Bissell, a Union soldier, is divided into two major parts. Part I (chapters 1 through 5) covers the period of time Bissell spent guarding Washington, District of Columbia. Each chapter corresponds to a change in locale. Part 2 (chapters 6 through 9) covers the time Bissell was involved in combat and is divided by specific campaigns. The firsthand accounts of the war provided in these letters offer students an insider's view of the Civil War as well as insights into human nature, the experience of war, and Northern society. Where relevant, chapters are introduced by historical background information, overviews of the major themes in the letters, items for identification, materials for supplemental study, and background information for using the letters in the literature course. Additional notes to the teacher outline possible texts to use in conjunction with the letters and recommendations for course planning. Appendices contain "An Appeal to the Men of Connecticut," army command structure, a diagram of the armies of the United States, and a "rebel letter." Although designed as a one-semester course, excerpts from this collection can be integrated into intermediate and secondary social studies or humanities units on the Civil War.

Platania, Phil, and Debbie Haught. Early Maritime Cultures of North Carolina. Project CAPE Teaching Module 5-6c. Manteo, NC: Dare County Board of Education, 1983. ED 243 723. EDRS price: MF-$0.97 plus postage.

Nine lessons are provided in this interdisciplinary unit, which examines how the early maritime cultures have affected the lifestyles of today. The unit is designed to supplement fifth- and sixth-grade social studies, art, science, language arts, mathematics, music, and reading curricula. Each lesson includes lesson concepts, competency goals, objectives, materials, vocabulary words, background information, teacher preparation, and activities. Activities are designed to foster development of manipulative, communicative, measurement, creative, inquiry, and organizational skills to enable students to develop a better understanding of how water influences history and human culture. Topic areas explored in the lessons are: (1) Algonkian history and culture, (2) early English settlers, (3) hardships of settlers' lives, (4) colonial industries (shipping and ship building), (5) colonial industries (naval stores), (6) colonial crafts, (7) colonial folklore, (8) folk music, and (9) archaeological digs. A packet of materials to be duplicated for student use is included.

Polsky, Milton E. The American Slave Narrative: Dramatic Resource Material for the Classroom. 1974. ED 090 129. EDRS price: MF-$0.97 plus postage.

Examples from American slave narratives offer demonstrative evidence that slave biographies and autobiographies deal with the worthwhile theme of the denial of and struggle for freedom and contain exciting adventure plots consisting of mystery, romance, risk-taking, and disguises. Characters striving for freedom exhibit positive traits such as conviction, courage, and creativity. Dialogue as well as song lyrics contain humor and wit and often act as coded forms of resistance. The slave narrative genre offers compelling and inspiring resource materials, including vivid and varied locales of potential interest to young people. Suggestions are offered on how these materials can be integrated with a variety of classroom activities--music, art, writing, discussion, debate, dramatization, and dance. The story of the black runaway comprises one of the most meaningful chapters of American history.

Schraff, Anne. Tecumseh. The Story of An American Indian. 1979. ED 173 026. EDRS price: MF-$0.97 plus postage.

Tecumseh, famed for his skills as an orator, warrior, military strategist, and leader of his Shawnee people, has been called one of the great American leaders. In 1812 he assembled 3,000 warriors from 32

American Indian tribes in an effort to save the Indian lands from the onslaught of the white soldiers and settlers. It was the largest Indian army ever to fight against the whites. He was born in 1768 in Old Piqua, a prosperous Shawnee village of 4,000 people located near what is now Springfield, Ohio. By the time he was six, white settlers were attacking Shawnee villages and taking over tribal lands. Tecumseh was respected as a leader among both his people and other tribes and he devoted his life to stopping the white invaders and saving the lands of his people. He believed that only by uniting into a strong Indian confederacy could his people have any chance against the whites, and he traveled from Canada to the Gulf of Mexico enlisting other tribes in his cause. Between 1811 and 1813, his forces actively resisted the white armies of General William Henry Harrison, but in 1813 at the Battle of Thames Tecumseh was killed and the power of the Indian people in the Ohio Valley destroyed. Many legends grew up about his power, and honor and Indian people remember with pride a great man who loved his people so much he died for them. This volume is one of a series of biographies of American Indian leaders; it is intended for grades 5 and up.

Smith, Gary R. Cultural Sight and Insight: Dealing with Diverse Viewpoints and Values, GPE Humanities Series. New York: Global Perspectives in Education, Inc., 1979. ED 237 429. EDRS price: MF-$0.97 plus postage.

Intended to provide students in grades 6-12 with a global perspective, these ready-to-use activities deal with the concept of cultural differences. The materials can fit into courses dealing with cultures, American cultural diversity, and human relations. There are five parts. The activities in part 1 will help sensitize students to a multicultural world and help them to understand that the particular culture they live in has molded their own ways of acting and thinking. In part 2 students explore the ways we perceive and misperceive others. In part 3 they learn how and why we label people in certain ways. Students examine the cultural influences in their daily lives that often operate on a subconscious level in the activities of part 4, "The Power of Culture." Part 5 focuses on the roles students play now in their own interactions with others. Examples of activities include having students respond to a series of statements about cultural groups, analyze readings, judge photographs, analyze a Grimm fairy tale for sex role stereotypes, and discuss case studies.

Taylor, Joshua, Jr. What Did It Look Like Then? Eighteenth Century Architectural Elements. Arlington, VA: Arlington County Public Schools, 1983. ED 239 952. EDRS price: MF-$0.97/PC-$3.60 plus postage.

Designed primarily for use in the intermediate grades, this unit provides 11 lessons and related activities for teaching students to look at colonial architectural elements as a means of learning about 18th-century lifestyles. Although the unit relies upon resources available in Alexandria and Arlington, Virginia, other 18th-century cities or towns can be studied in the same manner. Lesson topics include identifying elements of colonial architecture, understanding the history of colonial architecture, reading floor plans for architectural details, identifying exterior and interior architectural elements, taking a walking tour of Alexandria's Carlyle House or a similar 18th-century structure, investigating modern adaptations of colonial elements, comparing architecture of the past with presentday and anticipated future styles, and designing a colonial dwelling. Goals, objectives, suggested materials, teacher guides, student assignments, and illustrations are included in each lesson. Appendices giving details for a walking tour of Alexandria are followed by a short, annotated bibliography.

Thomas, Marjorie. "For Enrichment and Enjoyment: The Humanities." Social Studies Review 21 (Fall 1981):44-47. EJ 257 168. Reprint available from UMI.

The author describes three humanities activities, designed using the 1981 "California History/Social Science Framework," in which seventh-grade social studies students study medieval culture. Students design personal coats-of-arms, play a typical medieval game, listen to medieval stories and myths, and draw or illustrate stories using medieval symbols or heroes.

Weiss, Helen, and Margaret Weigel. Women's Rights Unit. Cedar Falls, IA: Area Education Agency 7, 1980. ED 239 972. EDRS price: MF-$0.97/PC-$1.80 plus postage.

Designed for use in the intermediate grades, this interdisciplinary unit help students examine traditional and modern roles of women. Fourteen lessons focus on women's activities in colonial America, reasons for women's discontent, the women's rights movement of the 1800s, changes in the roles of women, enfranchisement of women, women's role since 1920, and the goals of women's liberation. Each lesson contains a reading followed by discussion questions and suggested activities. Examples of activities are discussing stereotyping, viewing films, reproducing colonial crafts, creating collages, conducting debates, taking field trips, interviewing women, and creating an 1800s newspaper. A self-evaluation questionnaire is provided for teachers as a means of checking their own awareness of sex stereotyping in the classroom.

Whitchelo, Jack, and Carole Hickens. A Journey. A Unit to Develop Self-Awareness Through a Fine Arts Approach. Cedar Falls, IA: Area Education Agency 7, 1980. ED 239 992. EDRS price: MF-$0.97/PC-$1.80 plus postage.

Designed for elementary school students, the unit presents five brief sessions for teaching an historical event using a fine arts approach. By incorporating dance, drama, art, and music into the study of historical events, students heighten their awareness of themselves and of the characters in history. In session 1, students reenact and discuss the political and emotional climate which prompted the Pilgrims to leave England. In session 2, students base creative writing, drama, and research activities around the theme of a busy harbor. Session 3 focuses on the Mayflower--the feelings, discomforts, and interpersonal conflicts which may have occurred. Students discuss feelings and emotions upon the discovery of land and act out the Pilgrims' arrival in session 4. The final session concludes the unit by reviewing vocabulary, relating student experiences, and providing additional suggestions. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project.

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Art and Architecture

Analysis and Interpretation

For beginners just learning how to analyze and interpret works of art, a useful place to start reading is Joshua C. Taylor, To See Is to Think: Looking at American Art (Washington, DC: Smithsonian, 1975). Another useful guide to thinking and writing about artworks is Sylvan Barnet, A Short Guide to Writing about Art (Boston: Little, Brown, 1981), which is available in paperback.

Survey Books on American Art

For depth of insight and breadth of coverage in a compact format, it is hard to find a better survey text than Edgar P. Richardson, Short History of American Painting: The Story of 450 Years, now issued in paperback by Harper and Row (New York). The most recent textbook to try and cover all aspects of art production in this country from colonial times to the present is Milton Brown, Sam Hunter, John Jacobus, and others, American Art: Painting, Sculpture, Architecture, Decorative Arts, Photography (Englewood Cliffs, NJ: Prentice-Hall, 1979), but this weighty volume also carries a hefty price tag.

American Architecture

Far and away the best writing to be found on the architecture of the young republic is in William H. Pierson, Jr., American Buildings and Their Architects, Volume I, The Colonial and Neoclassical Styles (Garden City, NY: Anchor Press/Doubleday, 1976), and Volume II, Part One, Technology and the Picturesque: The Corporate and the Early Gothic Styles (Garden City, NY: Doubleday, 1978). Pierson's first volume is particularly valuable since it opens with a chapter on the background to the architecture of Colonial America, which serves as a primer on the differences between the Greek and the Gothic styles. Also helpful is John Blumenson's Identifying American Architecture (Nashville, TN: American Association for State and Local History, 1981).

American Painting

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American Printmaking

Wendy J. Shadwell, American Printmaking, The First 150 Years (Washington, DC: Smithsonian, 1969), offers the best available pictorial survey of American prints from 1670 to 1820.

Literature

Robert E. Spiller's *American Literary Revolution 1783-1837* (New York: Doubleday and New York University Press, 1967) provides an excellent overview and sampling of the best literature in the New American Republic. Most American literature anthologies also provide an adequate sample, including diaries and journals, letters, political tracts, essays, poetry, fiction, and folk songs. Even more popular literature is included in the documents collected by Donald Scott and Bernard Wishy in *America's Families* (New York: Harper and Row, 1982) and in Leslie Fiedler and Arthur Zeiger's *O Brave New World* (New York: Dell, 1968).

The following lengthier works, most of them reprinted in modern editions, provide insight into American values, literary tastes, sexual politics, and strong attachment to the land. Central prose works include Benjamin Franklin's *Autobiography*, Charles Francis Adams's *Familar Letters of John Adams and His Wife Abigain During the Revolution*, James F. Cooper's *Notions of the Americans* (1828), *A Narrative of the Life of David Crockett of the State of Tennessee*, *Life of Ma-Ka-Tai-Me-Kia-Kiah, or Black Hawk*, new ed. by Donald Jackson, and *The Travels of William Barbram*.

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